

Chapter Planning Guide

4

Key to Ability Levels

BL Below level

OL On level

AL Above level


ELL English
Language Learners






















Key to Teaching Resources

 Print Material

 CD-ROM

 DVD

 Transparency

Levels				Resources		Chapter Opener	Section 1	Section 2	Section 3	Section 4	Chapter Assess
BL	OL	AL	ELL								
					FOCUS						
BL	OL	AL	ELL		Daily Focus Skills Transparencies		4-1	4-2	4-3	4-4	
					TEACH						
BL	OL		ELL		Reading Essentials and Note-Taking Guide*		p. 34	p. 37	p. 40	p. 43	
BL	OL	AL	ELL		Content Vocabulary Activity, URB*		p. 95	p. 95	p. 95	p. 95	
BL	OL	AL	ELL		Academic Vocabulary Activity, URB		p. 97	p. 97	p. 97	p. 97	
	OL				Biography Activity, URB					p. 99	
BL	OL	AL	ELL		Writing Skills Activity, URB					p. 101	
	OL	AL			Critical Thinking Skills Activity, URB		p. 103				
BL	OL	AL	ELL		Chart, Graph, and Map Skills Activity, URB		p. 105				
BL	OL	AL	ELL		Differentiated Instruction, URB		p. 107	p. 107	p. 107	p. 107	
BL	OL	AL	ELL		School-to-Home Connection Activity, URB*		p. 109	p. 109	p. 109	p. 109	
BL	OL		ELL		Guided Reading Activities, URB*		p. 113	p. 114	p. 115	p. 116	
	OL	AL			Supreme Court Cases			pp. 105, 129, 131	p. 39	pp. 11, 73	
BL	OL				Focus on American History		p. 49	p. 49	p. 49		
BL	OL	AL	ELL		Writer's Guidebook	✓	✓	✓	✓	✓	✓
	OL	AL			Primary Source Document Library CD-ROM	✓	✓	✓	✓	✓	✓
BL	OL	AL	ELL		Vocabulary PuzzleMaker CD-ROM	✓	✓	✓	✓	✓	✓
BL	OL	AL	ELL		Daily Lecture & Discussion Notes (in Pres. Plus)		✓	✓	✓	✓	✓
BL	OL	AL	ELL		StudentWorks™ Plus DVD		✓	✓	✓	✓	✓
BL	OL	AL	ELL		Section Video Program		✓	✓	✓	✓	
BL	OL	AL	ELL		TIME Interpreting Political Cartoons Transp.					Ch. 4	
BL	OL	AL	ELL		Writing Process Transparencies	✓	✓	✓	✓	✓	✓

Note: Please refer to the *Unit Resource Book: Foundations of American Citizenship* for this chapter's URB materials.

* Also available in Spanish



- Interactive Lesson Planner
- Interactive Teacher Edition
- Fully editable blackline masters
- Section Spotlight Videos Launch
- Differentiated Lesson Plans
- Printable reports of daily assignments
- Standards Tracking System

Levels				Resources		Chapter Opener	Section 1	Section 2	Section 3	Section 4	Chapter Assess
BL	OL	AL	ELL								
					TEACH <i>(continued)</i>						
Teacher Resources					Building Academic Vocabulary	✓	✓	✓	✓	✓	✓
					Strategies for Success	✓	✓	✓	✓	✓	✓
					Teachers Guide to Differentiated Instruction	✓	✓	✓	✓	✓	✓
					Graph Tool CD-ROM	✓	✓	✓	✓	✓	✓
					Presentation Plus! DVD	✓	✓	✓	✓	✓	✓
					ASSESS						
BL	OL	AL	ELL		Quizzes and Tests*		p. 38	p. 39	p. 40	p. 41	p. 42
BL	OL	AL	ELL		Authentic Assessment with Rubrics			p. 8			
BL	OL	AL	ELL		Standardized Test Practice		p. 7	p. 7	p. 7	p. 7	p. 7
BL	OL	AL	ELL		ExamView® Assessment Suite CD-ROM		4-1	4-2	4-3	4-4	Ch. 4
BL	OL	AL	ELL		Interactive Tutor Self-Assessment CD-ROM	✓	✓	✓	✓	✓	✓
					CLOSE						
BL			ELL		Reteaching Activity, URB*		p. 111	p. 111	p. 111	p. 111	
BL	OL		ELL		Reading and Study Skills Foldables™	p. 56	p. 57			p. 57	
BL	OL	AL	ELL		Graphic Organizer Transparencies & Strategies	✓	✓	✓	✓	✓	✓

Using PuzzleMaker™ 3.1

Online Jumble Puzzles

Technology Product

Glencoe's Vocabulary PuzzleMaker™ 3.1 CD-ROM is an easy-to-use program that lets you create your own puzzles based on the glossary for classroom use. The PuzzleMaker allows you to

- create jumble puzzles based on content vocabulary and academic vocabulary that is specific to what is taught in the classroom;
- create online (LAN-based or local area network) or paper jumble puzzles.

Objectives

After students complete the jumble puzzles, they will be able to

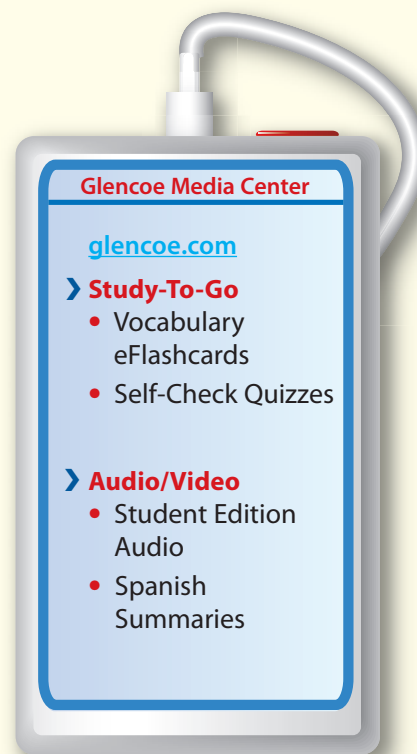
- recall and identify scrambled terms with the help of clues;
- reinforce their understanding of the vocabulary.

Steps

- Run PuzzleMaker™ 3.1. On the main menu, click on **Create a New Puzzle**.
- From the list of *Puzzle Databases*, select the appropriate database for the vocabulary.
- The *PuzzleMaker Wizard* will take you through selecting a puzzle type and grid type.
- Then select one or more chapters from the list. Indicate whether you want the words selected randomly or manually.
- Select the language and words you wish to use within the maximum for the puzzle. Click **Finish**.
- Save your jumble puzzle to a location that is easily accessible by your students with PuzzlePlayer™ 3.1, or print copies for your students to complete.
- Use PuzzlePlayer™ 3.1 to review the puzzles after your students have worked on and saved them.



	Student	Teacher	Parent
Beyond the Textbook	•	•	•
Chapter Overviews	•	•	•
Concepts in Motion	•		•
ePuzzles and Games	•		•
Glencoe Teaching Today		•	
Literature Connections		•	
Multi-Language Glossaries	•		•
Online Student Edition	•	•	•
Section Videos	•	•	•
Self-Check Quizzes	•		•
Student Web Activities	•		•
Study Central™	•		•
TIME Current Events	•		•
Vocabulary eFlashcards	•		•
Web Activity Lesson Plans		•	



Reading List Generator CD-ROM

BOOKLINK 3

Use this database to search more than 30,000 titles to create a customized reading list for your students.

- Reading lists can be organized by students' reading level, author, genre, theme, or area of interest.
- The database provides Degrees of Reading Power™ (DRP) and Lexile™ readability scores for all selections.
- A brief summary of each selection is included.

Leveled reading suggestions for this chapter:

For students at a Grade 7 reading level:

- *Dred and Harriet Scott: A Family's Struggle for Freedom*, by Gwenyth Swain

For students at a Grade 8 reading level:

- *Growing Up King: An Intimate Memoir*, by Dexter Scott King and Ralph Wiley

For students at a Grade 9 reading level:

- *Profiles in Courage*, by John F. Kennedy

For students at a Grade 10 reading level:

- *The Power of One: Daisy Bates and the Little Rock Nine*, by Judith Bloom Fradin

For students at a Grade 9 reading level:

- *To Establish Justice: Citizenship and the Constitution*, by Patricia McKissack

READING SUPPORT FROM JAMESTOWN EDUCATION

- **Timed Readings Plus in Social Studies** helps students increase their reading rate and fluency while maintaining comprehension. The 400-word passages are similar to those found on state and national assessments.
- **Reading in the Content Area: Social Studies** concentrates on six essential reading skills that help students better comprehend what they read. The book includes 75 high-interest nonfiction passages written at increasing levels of difficulty.
- **Reading Social Studies** includes strategic reading instruction and vocabulary support in Social Studies content for both ELLs and native speakers of English.
- **Content Vocabulary Workout** (Grades 6–8) accelerates reading comprehension through focused vocabulary development. Social Studies content vocabulary comes from the glossaries of Glencoe's Middle School Social Studies texts. www.jamestowneducation.com

KEY Teacher Wraparound

Use this key to help you identify the different types of prompts found in the Teacher Wraparound Edition.

R **Reading Strategies** activities help you teach reading skills and vocabulary.

C **Critical Thinking** strategies help students apply and extend what they have learned.

D **Differentiated Instruction** activities provide instruction for students learning to speak English, along with suggestions for teaching various types of learners.

S **Skill Practice** strategies help students practice historical analysis and geography skills.

W **Writing Support** activities provide writing opportunities to help students comprehend the text.

Teaching strategies and activities have been coded for ability level appropriateness.

AL Activities for students working above grade level

OL Activities for students working on grade level

BL Activities for students working below grade level

ELL Activities for English Language Learners

Focus

Why It Matters

Ask: Why is freedom of speech so important to being an American?

(Answers may include the idea that citizens who are free to share ideas often arrive at better decisions than those who are afraid to speak up.)

More About the Photo

Visual Literacy Students see in this photograph a march of people demanding rights for immigrants to the United States. Throughout its history, the United States has been a destination for people seeking shelter from political oppression, wanting to practice their religions freely, or simply grabbing hold of the chance to start a new and better life. However, immigration is a topic of heated debate. Questions about how many immigrants should be allowed to come to the United States, under what conditions they may come, and the extent of access they should have to services in the United States has provoked discussion, argument, and protest around the nation.

Teach

BIG Ideas As you begin teaching each section, use these questions and activities to help students focus on the Big Ideas.

Section 1

The First Amendment **Ask:** What does it mean to live in a free country? (It means you may live a life in which you are able to develop your own beliefs and to express yourself.) Point out that in Section 1 students will learn about basic freedoms guaranteed to all Americans. **OL**

The Bill of Rights



Why It Matters

Americans have the right to speak out on issues and make their feelings known. The Bill of Rights—the first 10 amendments to the U.S. Constitution—guarantees certain basic rights to all Americans. Among the most important is freedom of speech. It guarantees that people will not be punished for stating their beliefs even if most people disagree with those beliefs.

Section 2

The Bill of Rights **Ask:** What rights might citizens want other than to express themselves? (Answers may include the idea that citizens want to feel safe in their homes and to be treated fairly if accused of a crime.) Tell students that in Section 2 they will learn about amendments that guarantee fair legal treatment. **OL**

Section 3

Extending the Bill of Rights **Ask:** What additional rights might citizens want beyond freedom of expression and fair legal treatment? (They want to be treated equally and to be able to vote and otherwise participate in the government.) Explain that in Section 3 students will learn about amendments that guarantee voting rights to all. **OL**

BIG Ideas

Section 1: The First Amendment

The Constitution of the United States establishes and protects fundamental rights and liberties.

The First Amendment protects five basic freedoms that are essential to the American way of life.

Section 2: The Bill of Rights

The Constitution of the United States establishes and protects fundamental rights and liberties.

The first 10 amendments to the Constitution describe the rights of American citizens.

Section 3: Extending the Bill of Rights

A constitution reflects the values and goals of the society that creates it. Some Americans have not always enjoyed the full rights of United States citizens.

Section 4: The Civil Rights Struggle

Political, social, religious, and economic changes influence the way Americans think and act. In the 1950s and 1960s, many African Americans began an organized fight for their rights as citizens.

◀ Rally for immigrant rights, Oakland, California

FOLDABLESTM Study Organizer

Dinah Zike's Foldables

Purpose This Foldable helps students organize the rights guaranteed by each amendment in the Bill of Rights. The completed Foldable will use tabs to help students match each amendment with the rights it guarantees. **OL**

More Foldables activities for this chapter can be found in the *Dinah Zike's Reading and Study Skills Foldables* ancillary.

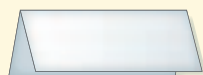
Civics ONLINE

Introduce students to chapter content and key terms by having them access the **Chapter Overview** at glencoe.com.

FOLDABLESTM Study Organizer

Organizing Information Study Foldable Make the following Foldable to help you organize information about the Bill of Rights.

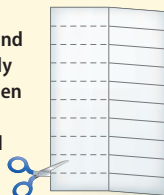
Step 1 Fold a sheet of paper in half from side to side.



Step 2 Turn the paper and fold it in fifths.



Step 3 Unfold and cut the top layer only along both folds. Then cut each of the five tabs in half. This will make 10 tabs.



Step 4 Label your Foldable as shown.



Reading and Writing As you read, select key facts about each amendment to the Constitution and write them under the tabs of your Foldable.

Section 4

The Civil Rights Struggle Ask: **Why would the struggle for civil rights be included in a chapter that explains the Bill of Rights?**

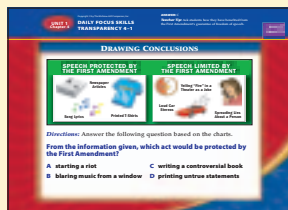
(Even though the Bill of Rights gave Americans the right to vote, it took many years and many court rulings before this right could be freely practiced by everyone.) Explain that in Section 4 students will learn about the changes that had to occur in America before all citizens of age could vote. **OL**

Focus



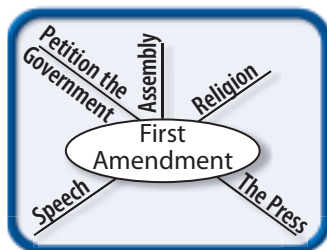
Bellringer

Daily Focus Transparency 4-1



Guide to Reading

Answers to Graphic:



Section Spotlight Video

To learn more about the First Amendment, have students watch the Section Spotlight Video for this section.

Resource Manager

The First Amendment

Guide to Reading

Big Idea

The Constitution of the United States establishes and protects fundamental rights and liberties.

Content Vocabulary

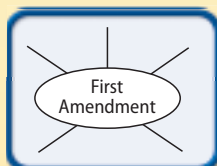
- civil liberties (p. 121)
- censorship (p. 122)
- petition (p. 123)
- slander (p. 124)
- libel (p. 124)

Academic Vocabulary

- media (p. 122)
- imply (p. 123)

Reading Strategy

Identifying As you read, identify the main rights outlined in the First Amendment.



Real World Civics Today it is not unusual to see a minority or a woman delivering the news on national television. This was not always the case. Former CNN correspondent Maria Hinojosa led a panel discussion among important artists of color about this issue. Even though the Bill of Rights gives Americans the right to free speech, free press, and free expression, it did not ensure these opportunities would be given to all Americans. Hinojosa's career success, and that of other minorities, represented an acceptance of multicultural voices in mainstream media, music, and the arts that is relatively recent in American history.

▼ Latina CNN correspondent, Maria Hinojosa, speaks on a panel about multicultural music in Washington, D.C.



R Reading Strategies

Teacher Edition

- Making Connections, p. 121
- Identifying, p. 122

Additional Resources

- Foldables, URB p. 57
- Cont. Vocab., URB p. 95
- Acad. Vocab., URB p. 97
- Guide Read., URB p. 113

C Critical Thinking

Teacher Edition

- Pred. Consequences, p. 122
- Making Generalizations, p. 123

Additional Resources

- Critical Thinking, URB p. 103
- Quizzes and Tests, p. 38

D Differentiated Instruction

Teacher Edition

- Interpersonal, p. 123

Additional Resources

- Diff. Instr., URB p. 107

W Writing Support

Teacher Edition

- Personal Writing, p. 121
- Persuasive Writing, p. 124

S Skill Practice

Teacher Edition

- Analyzing Visuals, p. 123

Additional Resources

- Chart, Map, and Graph Skills, URB p. 105
- Daily Focus Trans., 4-1

First Amendment Freedoms

Main Idea Soon after ratification of the Constitution, the First Amendment was added to guarantee basic freedoms essential to American democracy.

Civics & You As you learn about the First Amendment, think about how life in the United States might be different if we did not have these rights.

The Founders of the United States believed that protecting individual rights and providing for the safety and well-being of citizens were important purposes of government. The Constitution might not have been ratified had the Bill of Rights not been promised. Added in 1791, the 10 amendments in the Bill of Rights place strict limits on how the national government can use its power over the people.

Civil Liberties The Bill of Rights protects our **civil liberties**—the freedoms we have to think and to act without government interference or fear of unfair treatment. These civil liberties are the cornerstone of our democracy. They ensure that each of us can develop our own beliefs, express ourselves freely, meet openly with others, and have our views on public matters heard by those who govern.

The First Amendment to the Constitution protects five basic freedoms: freedom of religion, freedom of speech, freedom of the press, freedom of assembly, and freedom to petition the government.

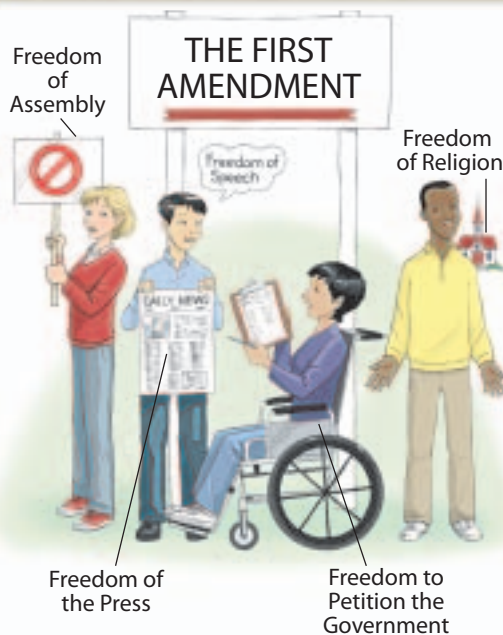
Freedom of Religion

Intolerance of different beliefs in their homelands forced many colonists to come to America in the first place. The First Amendment safeguards religious freedom in two ways. First, the amendment prohibits

Congress from establishing an official religion in the United States. This is known as the establishment clause. In 1802 President Thomas Jefferson referred to the First Amendment's establishment clause as a "wall of separation between church and state."

This makes the United States different from countries in which a state religion is established. It also makes us different from nations that have in the past strongly discouraged the practice of religion at all, such as the former Soviet Union and People's Republic of China.

The First Amendment



Analyzing Charts

- Identifying** What rights are listed in the First Amendment?
- Explaining** What is meant by the "press" in this amendment?

Teach

Reading Strategy

Making Connections Ask: What famous ship brought colonists seeking religious freedom to Massachusetts in the New World? (*The Mayflower brought Pilgrims to Plymouth in 1620.*) **OL**

This **Reading Skill** (Making Connections) was introduced in this unit.

Writing Support

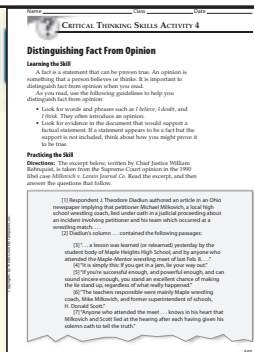
Personal Writing Have students write a paragraph they believe would convince other nations of the importance of religious freedom. They may include personal experiences, an anecdote, or an example. **OL**

Analyzing Graphs

Answers:

- freedom of religion, speech, the press, and assembly, and the right to petition the government
- The "press" includes all printed material and the media.

Differentiated Instruction



Critical Thinking Skills Activity 4, URB
pp. 103-104

Distinguishing Fact from Opinion

- Objective:** To identify statements of fact and opinion
- Focus:** Have students read the content of the ruling.
- Teach:** Ask students to paraphrase each section of the excerpt.
- Assess:** Have students discuss the basis for Rehnquist's opinions in the ruling.
- Close:** Write definitions for "fact" and "opinion" and review how to distinguish the two.

Differentiated Instruction Strategies

- BL** Have students discuss how a teacher's or coach's effectiveness would be affected by accusations of dishonesty.
- AL** Have students make an inference as to why this case was brought to court.
- ELL** Define legal terms such as "respondent" and "proceeding" before students read.

C Critical Thinking

Predicting Consequences Ask: Are there any times when free speech should be illegal? Explain your answer. (Answers may include times when speech may cause danger for the country, start a riot, or cause violence. Answers may also include the idea that there are no situations in which free speech should be illegal.) **AL**

R Reading Strategy

Identifying Ask: Why do you think the Bill of Rights refers to “the press” even though the amendment covers other kinds of media? (At the time those documents were written, the only media available were created by a printing press. Today, the concept applies to all media, regardless of how they are created.) **OL**
ELL

Caption Answer:

Many of the people who braved the journey to the American colonies did so because they were not allowed to practice their religions in the nations from which they came. The Framers wanted to be sure this would not happen in their new nation.

Hands-On Chapter Project Step 1

Bill of Rights for Our School

Step 1: Determining the Rights of Teachers, Students, and Other Workers in the School Groups of students will work together to determine a list of rights for each school group—teachers, students, and other workers (administrators, custodial staff, and so on) in order for the school to fulfill its mission.

Second, this amendment guarantees Americans the right to practice their faith as they wish. The government may not favor one religion over another or treat people differently because of their personal beliefs.

Freedom of Speech

In some countries, people can be jailed for criticizing the government or for expressing their ideas, even if they do so in private conversations. The First Amendment guarantees that we can say what is on our minds, in public or in private, without fear of punishment by the government.

C Face-to-face discussions, telephone conversations, lectures, and radio and TV broadcasts are covered by the guarantee of free speech; so are other forms of expression besides the spoken word. As interpreted by the Supreme

Court, “speech” can mean Internet communication, art, music, and even clothing.

Freedom of the Press

R The First Amendment allows Americans to express themselves in print as well as in speech. When the Bill of Rights was written, “the press” referred to printed publications such as books, newspapers, and magazines. Today the press includes many other sources of **media**, such as radio, television, and computer networks.

Freedom of the press ensures that the American people are exposed to a wide variety of viewpoints. The government cannot practice **censorship**; that is, it cannot ban printed materials or films merely because they contain alarming or offensive ideas. It also cannot censor information before it is published or broadcast.

Buddhist New Year Buddhist monks in San Francisco’s Chinatown celebrate the 2006 Chinese New Year by bringing families together, sharing food, and praying for good health and prosperity. A Sikh woman (inset) prays during a weekly religious ceremony. **Inferring** Why do you think the Framers included freedom of religion in the First Amendment?



122

Directions Write the Big Idea on the board. Point out the phrase “essential to the American way of life.” Remind students that our rights make up a code of behavior in our country, our state, our community, and our schools. Sometimes these rights are unstated. Tell students that they will be making clear the rights of the people who spend their days in the school for all to read and follow.

Identifying Central Issues Assign small groups a segment of the school population. Each group should answer these questions: What does this school group need to get their jobs done? What does this group do to help others in the school succeed? Tell students that they will use this information in Section 2 to codify the rights of people at their schools. **OL**

(Project continued in Section 2)

W Writing Support

Persuasive Writing Have students write several paragraphs in response to the following question: **In your opinion, when, if ever, is it appropriate for the government to limit First Amendment freedoms?** **AL**

Reading Check **Answer:** First Amendment freedoms are limited because some people may abuse their rights.

Assess



Study Central™ provides summaries, interactive games, and online graphic organizers to help students review content.

Close

Personal Journal Have students write about their appreciation of the freedoms they enjoy because of the First Amendment. **OL**

Section 1 Review

First Amendment Limits

Main Idea All constitutional rights are limited. These limitations are necessary to ensure our other rights are protected.

Civics & You The First Amendment protects free speech, but does it protect speech that damages a person's character or reputation? Read to find out what limits are placed on our First Amendment freedoms.

The First Amendment guarantees Americans the right to express their thoughts and opinions. However, this is not an absolute freedom. Freedom of speech, for example, does not include the right to endanger our government or other Americans. You do not have freedom to provoke a riot. You are not free to speak or write in a way that immediately leads to criminal activities or efforts to overthrow the government by force.

Citizens should use their civil liberties responsibly, which means they should not interfere with the rights of others. For example, you are free to talk with your friends in the street, but you must not block traffic. You may campaign for causes, but you may not disturb your neighbors with blaring loud-speaker broadcasts. You may criticize government officials, but you may not spread lies that harm a person's reputation. Spreading spoken lies is a crime called **slander**. It is called **libel** if lies are printed.

The First Amendment was never intended to allow Americans to do whatever they please. The rights of one individual must be balanced against the rights of others and against the rights of the community. When there is a conflict, the rights of the community often come first. Otherwise, the society would break apart.

Reading Check Explaining Why are your First Amendment rights limited?



Vocabulary

- Define** the following terms and use them in sentences related to the First Amendment: *civil liberties, censorship, petition, slander, libel*.

Main Ideas

- Analyzing** Why was the First Amendment added to the Constitution immediately?
- Explaining** What is the difference between libel and slander?

Critical Thinking

- BIG Ideas** Which First Amendment right do you think is the most important? Explain your view.
- Classifying** In a chart like the one below, list two limitations to our First Amendment freedoms.

Limitations to First Amendment Freedoms	
1.	
2.	

- Analyzing** Why do you think the right to petition is considered an important basic freedom?

CITIZENSHIP Activity

- Persuasive Writing** How do you think the First Amendment's freedom of the press protections should be applied during wartime? Do you think that the government should be allowed to censor press coverage or that the press should be allowed to report on what it sees? Write an essay expressing your view. Give reasons to support your answers.



Study Central™ To review this section, go to glencoe.com.

Answers

- Sentences should use vocabulary words according to their definitions in the section and in the Glossary.
- Many people, including some of the Founders of the new nation, felt that the Constitution did not go far enough to protect the rights of individuals. Before they would approve the Constitution, they insisted that a Bill of Rights follow as soon as possible.
- Slander occurs when spoken lies are spread about a person. Libel occurs when the lies are printed or published.
- Answers may include any First Amendment right as long as the student provides a reasonable explanation of why it is the most important right.
- Answers may include the limits on speech that prevent endangering others and encourage criminal activity.
- Answers may include the idea that the colonists lacked this important method of airing grievances and requesting change, so they guaranteed it for the new government and its citizens.
- Essays should clearly define the student's position on the issue of freedom of the press during wartime and give reasons to support the position.



D Differentiated Instruction

English Learners Ask: *What might give a police officer probable cause to pull over a driver and to search the driver's car? (In many cities, if an officer sees someone driving in a way that suggests the driver is under the influence of illegal substances, then the officer may stop the driver and would have probable cause to search the car for illegal substances.)* **OL**

Debating the Issue

Answers:

1. The Fourth Amendment protects Americans from unreasonable searches and seizures of their belongings.
2. The officer must obtain a warrant from a judge, explaining the reasons for the search and naming the place that will be searched.
3. Under this section, FBI agents can search without getting a warrant from a judge if they suspect a connection to terrorist activities.
4. Answers will include students' knowledge of incidents, such as the banking of phone records, that have been reported in recent media. Students' conclusions will vary.

Is the Patriot Act an infringement of privacy?

A terrorist attack shocked the United States on September 11, 2001. Congress quickly responded to the Attorney General's call for changes in the law to combat terrorism. President George W. Bush signed the Patriot Act as a new tool to fight "a threat like no other our Nation has ever seen." Later, some members of Congress and concerned citizens said some parts of the act violated the Fourth Amendment's protection against unreasonable searches and seizures. Before most searches, officers must obtain a warrant from a judge, showing "probable cause" and describing the place to be searched and the persons or things to be seized. The Patriot Act made exceptions to these requirements. Section 215 permitted the FBI to go before the Foreign Intelligence Surveillance Court for an order to search for "any tangible things" connected to a terrorism suspect.



Schools place restrictions on computers to protect students from visiting undesirable Internet sites. Some consider this a form of surveillance.

YES

In November 2003, the American Civil Liberties Union contended that the Patriot Act contains "flaws that threaten your fundamental freedoms by giving the government the power to access to your medical records, tax records, information about the books you buy or borrow without probable cause, and the power to break into your home and conduct secret searches without telling you for weeks, months, or indefinitely." In 2004 the ACLU filed a lawsuit to overturn a Patriot Act provision that gave the government authority to obtain customer records from Internet service providers and other businesses without a warrant.

—American Civil Liberties Union

NO

Senator Orrin Hatch of Utah voted for the Patriot Act and defended it when Congress voted to renew most of its provisions. In 2003 he said, "The Patriot Act has not eroded any of the rights we hold dear as Americans. I would be the first to call for corrective action, were that the case. Yet not one of the civil liberties groups has cited one instance of abuse of our constitutional rights. . . . We should not undermine or limit our law enforcement and intelligence agencies' efforts by imposing requirements that go above and beyond those required by the Constitution. That would only have the effect of protecting terrorists and criminals while endangering the lives of innocent Americans."

—Senator Orrin Hatch

Debating the Issue

1. **Describing** How does the Fourth Amendment attempt to protect Americans' privacy?
2. **Describing** What must an officer of the law do to obtain a warrant for a search?
3. **Explaining** Why were some people concerned about the provisions in Section 215?
4. **Concluding** Were the concerns of people who opposed some provisions of the Patriot Act justified? Explain.

Chapter 4 125

Additional Support

Activity: U.S./World Connections

Making Connections Ask: *How have the privacy rights of international travelers been changed by the need to detect and deter terrorist activities?* Have students gather media reports on the changing requirements for international travel. Tell them to check the Web sites of airlines that

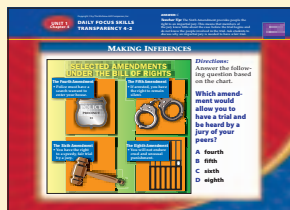
carry international passengers to review the restrictions on travelers. Then ask them to describe to the class the losses of privacy that have resulted from the need to deter terrorist activity and the movement of terrorists. **OL**

Focus



Bellringer

Daily Focus Transparency 4-2



Guide to Reading

Answers to Graphic:



Section Spotlight Video

To learn more about the Bill of Rights, have students watch the Section Spotlight Video for this section.

Resource Manager

Guide to Reading

Big Idea

The Constitution of the United States establishes and protects fundamental rights and liberties.

Content Vocabulary

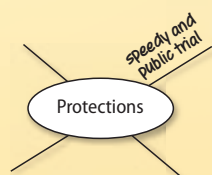
- search warrant (p. 127)
- indictment (p. 128)
- grand jury (p. 128)
- double jeopardy (p. 128)
- due process (p. 128)
- eminent domain (p. 128)
- bail (p. 129)

Academic Vocabulary

- proportion (p. 129)
- involve (p. 131)

Reading Strategy

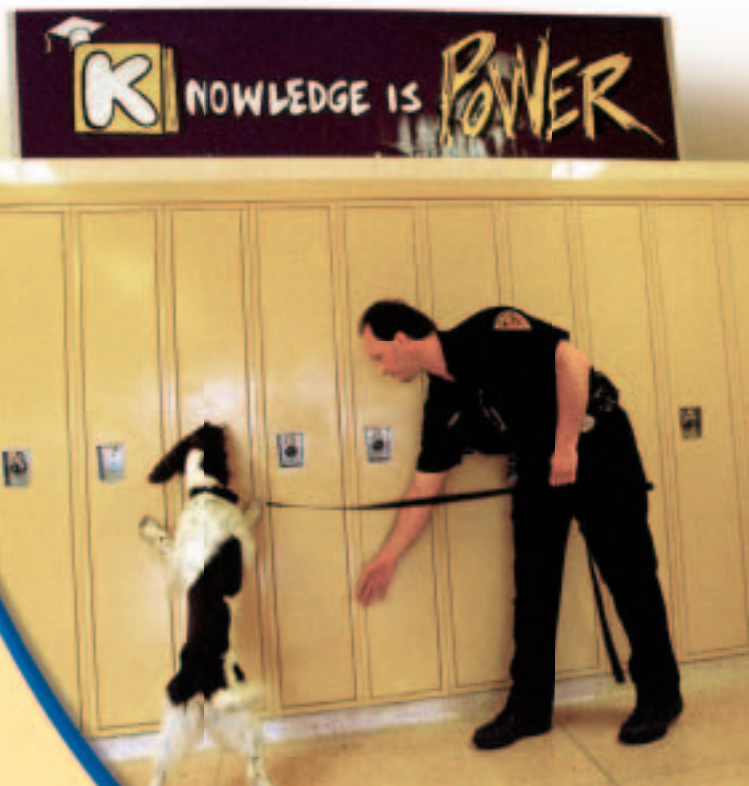
Summarizing On a graphic organizer like the one below, discuss four ways that the Bill of Rights protects the rights of the accused.



The Bill of Rights

Real World Civics Some dogs are pets and some dogs perform a civic duty during a legal search. Below, police officer Tom Kolbert and his K-9 partner, Reggie, check student lockers in a Cheektowaga, New York, high school for contraband. Most dogs have a sense of smell that is 1,000 times more sensitive than a human's. With proper training, sniffer dogs can detect explosives, weapons, and illegal drugs. The Supreme Court holds that an individual's right to privacy does not extend to illegal activities and has ruled that K-9 searches are legal.

▼ A drug-sniffing dog and police officer search lockers



R Reading Strategies	C Critical Thinking	D Differentiated Instruction	W Writing Support	S Skill Practice
Teacher Edition <ul style="list-style-type: none"> • Making Connections, p. 129 Additional Resources <ul style="list-style-type: none"> • Cont. Vocab., URB p. 95 • Acad. Vocab., URB p. 97 • Guide Read., URB p. 114 • RENTG, p. 37 	Teacher Edition <ul style="list-style-type: none"> • Making Inferences, p. 129 • Drawing Con., p. 131 Additional Resources <ul style="list-style-type: none"> • Quizzes and Tests, p. 39 	Teacher Edition <ul style="list-style-type: none"> • English Learners, p. 127 • Advanced Learners, p. 128 • Visual/Spatial, pp. 128, 130 Additional Resources <ul style="list-style-type: none"> • Diff. Instr., URB p. 107 • Reteach. Act., URB p. 111 	Teacher Edition <ul style="list-style-type: none"> • Personal Writing, p. 127 • Narrative Writing, p. 130 Additional Resources <ul style="list-style-type: none"> • Auth. Assess., URB p. 4 	Teacher Edition <ul style="list-style-type: none"> • Interpreting Charts, p. 127 Additional Resources <ul style="list-style-type: none"> • Daily Focus Trans., 4-2

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D₁ Differentiated Instruction

Advanced Learners Remind students that under the nation's laws, a person accused of a crime is innocent until proven guilty. **Ask:** *How would an accused person's experience be different if guilt, rather than innocence, were assumed?* (Answers may include the idea that the jury would be biased against the accused before evidence was presented, that the trial was simply for show, and so on.) **AL**

D₂ Differentiated Instruction

Visual/Spatial Have students recall trial scenes they have seen in movies and on TV shows in which the accused person says, under questioning, "I plead the Fifth." Have students discuss the situation in which this occurs and the accused's unwillingness to answer a question. **OL**

Caption Answer:

The warrant prohibits law enforcement personnel from searching and taking away your property without cause.

Additional Support

Teacher Tip

Invite a law enforcement officer or an attorney to explain the rights of both the accused and the accuser and to explain how the Sixth Amendment is interpreted in modern courts.



Legal Searches Reasonable searches can take place when the county police have cause to suspect a crime has been committed. **Analyzing** *How does a search warrant help protect the rights of a person accused of a crime?*

If warrants were issued frivolously, the Fourth Amendment would give us little sense of security. Anytime of the day or night, the police could invade our privacy and confiscate our possessions.

The Fifth Amendment

The Fifth Amendment protects the rights of people accused of crimes. It states that no one can be put on trial for a serious federal crime without an **indictment**—a formal charge by a group of citizens called a **grand jury**, who review the evidence against the accused.

D₁ A person who is indicted is not necessarily guilty of a crime. An indictment simply indicates the grand jury's belief that an individual *may* have committed a crime.

The Fifth Amendment also protects people from **double jeopardy**. This means that people who are accused of a crime and judged not guilty may not be put on trial again for the same crime.

D₂ In addition, the Fifth Amendment protects an accused person's right to remain silent. Throughout history, innocent people have been threatened, tortured, or bullied into confessing to crimes they did not commit. To prevent this, the Fifth Amendment states that people cannot be forced to testify against themselves. This is called protection against self-incrimination.

The Fifth Amendment goes on to say that no one may be denied life, liberty, or property "without due process of law." **Due process** means following established legal procedures. It also includes the idea that the laws themselves must be reasonable.

The Fifth Amendment also protects a citizen's property rights. It limits the government's power of eminent domain. **Eminent domain** is the right of the government to take private property—usually land—for public use.

For example, if your home lies in the path of a proposed highway, the government may legally take the land and destroy your house. The Fifth Amendment limits this power and requires the government to pay a fair price for the property.

The Sixth Amendment

The Sixth Amendment guarantees additional rights to people accused of crimes. It requires that they be told the exact nature of the charges against them. It also requires that the accused be allowed a trial by jury, although they may ask to be tried by only a judge instead.

If an accused person asks for a jury trial, the trial must be speedy and public, and jurors must be impartial. If possible, the trial should be held in the same area in which the crime took place.

Activity: Collaborative Learning

Comparing and Contrasting Remind students that both the rights of the accused and the rights of the accuser—often a victim of a crime—must be respected. **Ask:** *How does the law provide for the rights of both accuser and accused?* (The law establishes a process by which a trial can determine guilt or innocence of the accused, while ensur-

ing that the accuser is able to seek justice in court.) Have groups of students make a list of the rights of a person who has been affected by a crime. **Ask:** *Do you think that the law favors the accused or the accuser? Why?* Have groups share their thoughts with the class. **OL**

Accused individuals have the right to hear and question all witnesses against them. They must also be permitted to call witnesses in their own defense. Finally, they are entitled to have a lawyer. Since the Sixth Amendment was written, the Supreme Court has ruled that if an accused person cannot afford a lawyer, the government must provide one and pay his or her fees.

The Eighth Amendment

Although the Sixth Amendment guarantees a speedy trial, sometimes months go by before a case can be heard. During that time, the accused may have two choices: stay in jail or remain free by paying bail. **Bail** is a sum of money used as a security deposit. If the accused person comes to court for the trial, the bail is returned. If the person fails to appear, though, the bail is forfeited.

The judge decides how much bail a person must pay. The Eighth Amendment, however, forbids “excessive” bail—that is, an amount that is much too high. Excessive does not just refer to what a person can afford to pay. In determining bail, a judge considers various

factors, including the type of crime committed, the record of the accused person, and the likelihood that the accused will appear in court. In some cases, bail may be denied, as when a defendant is likely to flee.

When a person is convicted of a crime, the Eighth Amendment protects him or her against having to pay excessive fines. Fines may vary, however, depending on the seriousness of the crime.

The Eighth Amendment forbids “cruel and unusual punishments.” For many years, Americans have debated what kinds of punishment are cruel and unusual. It is generally agreed that punishment should be in **proportion**, or balanced, to the crime committed. For example, a sentence of life imprisonment for stealing a loaf of bread would be too harsh. People disagree strongly, however, about whether the death penalty for very serious crimes is cruel and unusual punishment.

Reading Check Identifying Which amendment protects a person accused of a crime from double jeopardy?

Gun Ownership Individuals may own firearms if laws are obeyed. At this firing range in Massachusetts, gun owners are trained on weapon safety. **Speculating** Why did the Framers think the right to bear arms was an important right to protect?



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C Critical Thinking

Making Inferences Ask: Why is it important that the accused be allowed to hear and question witnesses against them? (For the trial to be fair, the accused must be able to have all the information presented against him or her so that he or she has the opportunity to refute it.) **AL**

R Reading Strategy

Making Connections Ask: What does “skipping bail” mean? What are the consequences of missing a court date? (“Skipping bail” means failing to show up for a trial. Bail is then forfeited.) **ELL OL**

Reading Check Answer: The Fifth Amendment protects a person accused of a crime from double jeopardy.

Caption Answer:

Answers may include the idea that citizens have the right to defend their personal safety or that the Founders lived in a time before a national militia existed and that they wanted to have an armed population in case of conflict.

Differentiated Instruction

Democracy in America

- Objective:** To identify characteristics of American government
- Focus:** Have students identify the traits of democracy that impress Tocqueville.
- Teach:** Discuss the responsibilities and compensation of those who govern in a democracy.
- Assess:** Explain why putting officials in “unpaid offices” creates problems for the governed.
- Close:** Write a bulleted memo outlining proper behavior in and out of office.

Differentiated Instruction Strategies

- BL** Guide students to paraphrase each paragraph of the excerpt.
- AL** How does the way U.S. citizens govern themselves follow logically from the idea that government is a “necessary evil”?
- ELL** Read aloud Tocqueville’s words so that his candid, first-person expression aids in comprehension.

PRIMARY SOURCE READING 1-A

Democracy in America

Interpreting the Source

Alexis de Tocqueville, a French political activist, spent nine months touring the United States in the early 1830s. During his travels, he wrote and published a book titled *Democracy in America*. The book, which explains democratic government in the United States and the ideas of democracy, made Tocqueville famous. Today, it is considered a classic study of early America.

Guided Reading

As you read, note how Tocqueville’s point of view on democracy shows in his writings.

From “Democracy in America”

Public officials in the United States remain interrupted with the crowd of citizens. They have neither salaries nor grants, nor conventional salaries. The property of those who govern is the not only a particular form of the American spirit, but to the fundamental principle of the nation.

In the eyes of democracy, government is not a good. It is a necessary evil. Officials must be selected without power for without this power, what use would they have? But the external appearance of power is not indispensable to the operation of offices. They need only appear to have power.

Officials themselves sense perfectly well that they have only assumed the right to be placed above others by their position on the condition that they devoted to the level of all by their manner. Less images in our more public life of setting, more accessible to all, more attentive to requests, and more call to his responsibility than a public man in the United States.

There must be a great deal of internal force that is attached more to the office than to the official, more to the man than to the external signs of power; (perhaps something of what that is called).

Primary Source Reading 1-A, URB pp. 15–16

W Writing Support

Narrative Writing Point out to students that this paragraph is about a time when freedom of expression played a role in their lives. Advise them to write about the event as if it were a story, with a beginning problem, a middle in which they face the problem, and an end in which the problem is solved. **BL**

D Differentiated Instruction

Visual/Spatial Show the class several editorial cartoons that comment on the Second Amendment. Ask students to state in their own words the point of each cartoon. **OL**

TIME Teens in Action

Answer:

Student paragraphs should narrate an event that demonstrates the importance of freedom of expression.

Civics ONLINE

Objectives and answers to the **Student Web Activity** can be found at glencoe.com under the Web Activity Lesson Plan for this chapter.

Hands-On Chapter Project Step 2

Bill of Rights for Our School

Step 2: Determining the Rights of Teachers, Students, and Other Workers in the School Groups of students will translate the answers to their questions into a “Bill of Rights” for their segment of the school population.

Directions On the board, draw a large Venn diagram consisting of three circles.

Label the circles Students, Teachers, and Other Workers. Label the overlap Our School’s Mission. Assign a note taker to copy what students will add to the Venn diagram. You will need this copy to complete the project. Then ask students, working in their original groups, to discuss the answers to the questions in Step 1.

Using Venn Diagrams Ask student groups to formulate rights for their segment of the

student population, based on what that segment needs to succeed. Ask students to write a mission statement for the school, based on their segment’s goals. Place these in the Venn diagram. Have the class collaborate to produce a single mission statement that takes into consideration the needs of the whole school population. **AL**

(Project continued in Section 3)

TIME Teens in Action

Jackie Fernandez

You can probably find Jackie Fernandez, 17, of Alexandria, Virginia, in a local bookstore. She is one of the writers of a new book published by Bill Rhatican, her AP government teacher at West Potomac High School.



QUESTION: Can you tell us about the book?

ANSWER: It’s called *The Constitution: Written in Sand or Etched in Stone?* The book is a collection of essays written by students about the U.S. Constitution and the Bill of Rights.

Q: What’s your essay in the book about?

A: Fanfiction, or fictional stories about characters from books and movies that are already copyrighted. For example, if I wanted to write a story about what the character Yoda did between *Star Wars: Episode III* and the original *Star Wars* movies—that would be fanfiction.

Q: How does this relate to the Bill of Rights?

A: I think the First Amendment protects the fanfiction author’s freedom of speech, while the Fifth Amendment protects the original creator’s right to property. In other words, one part of the Bill of Rights allows me to write about Yoda, but another part of the Bill of Rights protects the person who thought Yoda up. So fanfiction is both condemned and protected by the Bill of Rights.

Q: Is the Bill of Rights a “living” document?

A: Yes! If the Bill of Rights wasn’t “alive,” it wouldn’t be applicable to modern-day inventions.

Q: How will it feel to see the book in stores?

A: Amazing. I’ve always wanted to be published. It’s like a dream come true!

Making a Difference

CITIZENSHIP

W

Write a paragraph on how freedom of expression has taken place in your life.

Other Protections

Main Idea In addition to the First Amendment freedoms and due process guarantees, the Bill of Rights includes other protections for American citizens.

Civics & You Several of the first 10 amendments deal with the rights of people accused of committing a crime. Why do you think the constitution protects the rights of the accused?

There is debate over what rights, exactly, are guaranteed by the Second Amendment. Some argue that it provides only for each state to maintain “a well-regulated militia” by allowing the members of those militias to carry arms. When the Second Amendment was written, a militia was a small, local army made of volunteer soldiers.

D Other people hold that the Second Amendment guarantees the right of all individual citizens to “keep and bear arms” without the interference of the government. The courts have generally ruled that the government can pass laws to control, but not prevent, the possession of weapons. For example, federal and state laws determine who can be licensed to own firearms.

The Third Amendment

One cause of the American Revolution was the colonists’ resentment of the law requiring them to house and feed British soldiers. The Third Amendment makes it unlikely that Americans will ever be forced to shelter the military again. The amendment says that, in peacetime, soldiers may not move into private homes without the consent of the homeowner.

Civics ONLINE

Student Web Activity Visit glencoe.com and complete the Chapter 4 Web Activity.

The Seventh Amendment

The Fifth, Sixth, and Eighth Amendments deal with people's rights in criminal cases. The Seventh Amendment concerns civil cases—lawsuits that **involve**, or contain, disagreements between people rather than crimes. The Seventh Amendment provides for the right to a jury trial in federal courts to settle all disputes about property worth more than \$20. When both parties in a conflict agree, however, a judge rather than a jury may hear evidence and settle the case.

The Ninth Amendment

The Ninth Amendment states that all other rights not spelled out in the Constitution are “retained by the people.” This amendment prevents the government from claiming that the only rights people have are those listed in the Bill of Rights. The Ninth Amendment makes it clear that citizens have other rights beyond those listed in the Constitution, and those rights may not be taken away.

The Tenth Amendment

The first eight amendments grant the people rights. The Ninth Amendment states that the rights guaranteed in the Constitution are not the only rights the people have.

Unlike the other amendments, the Tenth Amendment did not add anything to the ratified Constitution. The Tenth Amendment states that any powers the Constitution does not specifically give to the national government are reserved for the states and for the people. (This amendment is the source of many of the reserved powers you learned about in Chapter 3.) The amendment expresses the idea that the federal government is limited only to the powers it is granted in the Constitution.

In this way, the Tenth Amendment prevents Congress and the president from becoming too strong. The government of the United States can have only the powers the people give it.

Reading Check Describing What is the purpose of the Tenth Amendment?

C Critical Thinking

Drawing Conclusions Ask: What do the Ninth and Tenth Amendments suggest about the concerns of the Framers? (The Framers were very concerned that a future government might try to limit or take away the rights of citizens and worked hard to secure these rights.) **OL**

Reading Check **Answer:** The Tenth Amendment assigns powers not given to the federal government to the states and the people.

Assess



Study Central™ provides summaries, interactive games, and online graphic organizers to help students review content.

Close

Summarizing Have students close their books and, as a class, recall as many of the rights guaranteed to citizens as they can. When students can no longer think of rights, have them check their books and add any rights that they missed. **OL**



Vocabulary

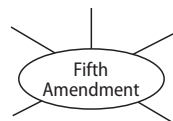
- Write** sentences related to the Bill of Rights using the following terms: *search warrant, indictment, grand jury, double jeopardy, due process, eminent domain, bail.*

Main Ideas

- Hypothesizing** Why do you think the Framers of the Constitution addressed the legal treatment of the accused in so many amendments?
- Explaining** How do the Ninth and Tenth Amendments limit the power of government?

Critical Thinking

- BIG Ideas** Which of the first 10 amendments do you think is the most important? Why?
- Organizing** In a web diagram similar to the one below, identify important rights in the Fifth Amendment.



CITIZENSHIP Activity

- Persuasive Writing** Select an issue related to the amendments in this section, such as the death penalty or gun control. Write a letter to the editor of your local newspaper expressing your views on the issue.



Study Central™ To review this section, go to glencoe.com.

Answers

- Sentences should use vocabulary words according to their definitions in the section and in the Glossary.
- They had experienced unfair treatment under British law and wanted to prevent similar abuses in their new government.
- The Ninth and Tenth Amendments state that not all rights are covered by the Bill of Rights and secure all unspecified rights to the states and to the people.
- Answers may include specific reasons to support any one of the amendments discussed.
- No trial may be held unless a person is formally charged or indicted by a grand jury. A person found not guilty may not be put on trial again for the same crime. Accused persons may not be forced to testify against themselves. Every person is entitled to due process of law. No one may be deprived of their property by the government without compensation.
- Letters should follow the standard format and adhere to the accepted tone. Letters should include a clear position and reasons to support that position.



Teach

Freedom of speech has long been one of the more debated protections of the First Amendment. Can citizens be members of the Communist Party? Can citizens burn an American flag to protest? These and many other questions of free speech have been controversial for decades.

Introduce the feature by telling students that during the late 1960s and early 1970s, issues of free speech became even more contentious as citizens carried out various protests against governmental policies. As students read page 132, point out that *Tinker v. Des Moines School District* raises these questions: What is speech? Is it feelings and beliefs expressed only in words? Or are symbols—black armbands, flags—also speech? Are actions, such as wearing an armband, speech?

ANALYZING THE COURT DECISION

Answers:

1. The lawyers argued that the wearing of the armbands constituted an expression of feeling and beliefs similar to actual speech.
2. Fortas's concept of "pure speech" extended the First Amendment protection to symbolic expressions of ideas that can also be spoken.

Additional Support

Background

Tinker v. Des Moines School District

The event that led to the students' suspension and the eventual appeal to the Supreme Court of their suspensions occurred in December 1965, when Christopher Eckhardt and John and Mary Tinker decided to wear the armbands to silently protest the Vietnam War. They had previously participated in similar protests with their parents.

Tinker v. Des Moines School District

Public school officials set standards of behavior that students are expected to follow. Does this arrangement leave students with any rights? Sometimes the Supreme Court must decide.

Background of the Case

One night in December 1965, a group of public school students, led by high school sophomores Christopher Eckhardt and John Tinker, and eighth-grader Mary Beth Tinker, wore black armbands to protest the Vietnam War. As other students joined the armband protest, principals and members of the school board met the growing protest with a ban on armbands—to prevent "disturbing influences."

On December 16, 1965, Christopher, John, and Mary Beth were suspended for wearing their armbands to school. Their parents protested the suspensions in federal courts. They contended the students' First Amendment free-speech rights had been violated.

The Decision

On February 24, 1969, the United States Supreme Court in a 7–2 decision declared the school suspensions unconstitutional. Justice Abe Fortas, who wrote the majority opinion, first established that the students' action was "akin to pure speech." Even though their protest involved no speaking, it deserved "protection under the First Amendment." Then he wrote:

"It can hardly be argued that either students or teachers shed their constitutional rights to freedom of speech or expression at the schoolhouse gate."

—Justice Abe Fortas



Lorena, Paul, and Mary Beth Tinker hear their case has been settled in their favor.

Why It Matters

Supporters saluted the decision that "students are entitled to freedom of expression of their views." Critics predicted harmful consequences. Dissenter Justice Hugo Black suggested that the Court's decision was "the beginning of a new revolutionary era of permissiveness in this country fostered by the judiciary." He argued that no one has a complete right to freedom of speech and expression. Later decisions, such as *Bethel School District v. Fraser* (1986) and *Hazelwood School District v. Kuhlmeier* (1988), narrowed students' First Amendment rights while expanding the authority of school officials.

Analyzing the Court Decision

1. **Explaining** Why did the students' lawyers argue that the armbands were protected by the First Amendment?
2. **Inferring** How did Judge Fortas's concept of "pure speech" extend First Amendment free-speech rights?

When the principals of the Des Moines schools heard of the plan, they developed a school policy to target it. The students knew that they faced suspension if they wore the armbands.

On December 16, the students wore their armbands and received their suspensions, which lasted until school began again in the new year. School officials claimed that the policy was necessary to prevent a

breakdown in discipline, and a district court agreed. Because the 8th Circuit Court of Appeals was equally divided on the case, it went forward to the Supreme Court, which extended the First Amendment protection of speech to the symbolic action and reversed the lower courts' decisions.

Guide to Reading

Big Idea

A constitution reflects the values and goals of the society that creates it.

Content Vocabulary

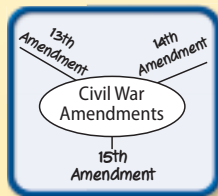
- suffrage (p. 135)
- poll tax (p. 137)

Academic Vocabulary

- violate (p. 134)
- specify (p. 137)

Reading Strategy

Explaining As you read, complete a graphic organizer like the one below to identify and explain the Civil War amendments.



Extending the Bill of Rights

Real World Civics In the 1948 primary elections, thousands of African Americans across the country stood in line to exercise their right to vote for the first time since 1876. They faced possible violence, name calling—even losing their jobs. Although the Fifteenth Amendment guarantees the right to vote, some states created obstacles such as poll taxes, passing a literacy test, or proving property ownership to avoid letting minorities vote. In 1944, the Supreme Court ruled that these requirements, specifically designed to exclude African Americans, were illegal.

▼ African American voters line up to receive ballots in Columbia, South Carolina, in 1948

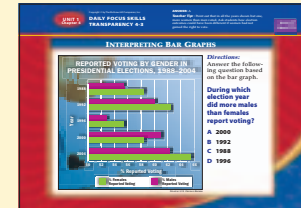


Focus



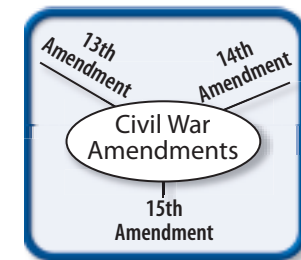
Bellringer

Daily Focus Transparency 4–3



Guide to Reading

Answers to Graphic:



Section Spotlight Video

To learn more about extending the Bill of Rights, have students watch the Section Spotlight Video for this section.

Resource Manager

R Reading Strategies	C Critical Thinking	D Differentiated Instruction	W Writing Support	S Skill Practice
Teacher Edition <ul style="list-style-type: none"> • Using Word Parts, p. 134 • Act. Prior Know., p. 134 • Making Connections, p. 136 Additional Resources <ul style="list-style-type: none"> • Cont. Vocab., URB p. 96 • Acad. Vocab., URB p. 98 	Teacher Edition <ul style="list-style-type: none"> • Predicting, p. 135 • Making Inferences, p. 137 Additional Resources <ul style="list-style-type: none"> • Quizzes and Tests, p. 40 	Teacher Edition <ul style="list-style-type: none"> • Visual/Spatial, p. 136 Additional Resources <ul style="list-style-type: none"> • Diff. Instr., URB p. 107 	Teacher Edition <ul style="list-style-type: none"> • Personal Writing, p. 134 • Persuasive Writing, p. 137 	Teacher Edition <ul style="list-style-type: none"> • Analyzing Charts, p. 135 Additional Resources <ul style="list-style-type: none"> • Daily Skills Trans., 4–3

Teach

R₁ Reading Strategy

Using Word Parts **Ask:** How does the root “viol” in “violent” help you understand what “violate” means? (Someone who violates a law acts such that the law’s force is harmed. A violator does violence to the rule of law.) **BL ELL**

R₂ Reading Strategy

Activating Prior Knowledge Survey the class to see what they know about when voting rights were extended to African Americans, women, and people who have just turned eighteen. Tell them that they will learn more about these constitutional milestones as they complete the chapter. **OL**

W Writing Support

Personal Writing Have students write in their journals to answer why the Framers might have been surprised at the need to nationalize the Bill of Rights? **AL**

Caption Answer:

At various times after the Civil War, some states have tried to prevent women, people with disabilities, and other groups from voting.

Differentiated Instruction

Civil War Amendments

Main Idea The Thirteenth, Fourteenth, and Fifteenth Amendments are called the Civil War amendments because they grew out of that war.

Civics & You In our country, freedom and the right to express our opinions are precious rights. Read to learn about efforts to extend these rights.

The Bill of Rights was intended originally to constrain only the national government. For many years, local and state governments were not bound by its terms. As a result, states sometimes used their reserved powers to pass laws that **violate**, or disobey, civil liberties. In most parts of the country, for example, women and African Americans could not vote. Before 1865, many states had laws that sanctioned the enslavement of African Americans, who were treated as property and had almost no rights at all.

Three amendments were passed after the Civil War to extend civil liberties to African Americans. However, the promise of these Civil War amendments was not fulfilled for almost 100 years. Many states were slow to

The Right to Vote Following the Civil War, African Americans across the South voted for the first time. Many states tried to make it difficult for them to exercise this right. **Identifying** Who else besides African Americans were prevented from voting after the Civil War?



change their customs; some actively resisted. The federal government and the Supreme Court often seemed indifferent.

The Thirteenth Amendment

The Thirteenth Amendment officially outlawed slavery in the United States and thus freed thousands of African Americans. It also outlawed any sort of forced labor, except as punishment for a crime.

The Fourteenth Amendment

Although the Thirteenth Amendment ensured the freedom of African Americans, it did not guarantee them full rights. After the Civil War, many Southern states passed “black codes” that excluded African Americans from certain jobs, limited their property rights, and restricted them in other ways.

To remedy this situation, the Fourteenth Amendment was enacted in 1868. It defined a United States citizen as anyone “born or naturalized in the United States,” a definition that included most African Americans. The amendment also required every state to grant its citizens “equal protection of the laws.” In recent years, this clause has been used to benefit women, people with disabilities, and other groups whose rights have not always been protected fairly.

The Fourteenth Amendment also forbids state governments from interfering with the “privileges or immunities of citizens of the United States.” Further, state governments may not take an individual’s “life, liberty, or property, without due process of law.” These provisions made the Bill of Rights binding for state governments as well as the federal government. This is called the nationalization of the Bill of Rights.

The Supreme Court, however, ignored this interpretation of the Fourteenth Amendment until 1925. Then, in *Gitlow v. New York*, the Court ruled that the Fourteenth Amendment could safeguard free speech and a free press “from impairment by the states.”

Changing Education

- Objective:** To analyze the reasoning behind this landmark court ruling
- Focus:** Have students identify the goal of the plaintiffs.
- Teach:** Explain the background that led to the *Plessy v. Ferguson* ruling of separate but equal facilities.
- Assess:** Have students outline the arguments in each paragraph.
- Close:** Write a paragraph predicting the impact on public schools of this landmark ruling..

Differentiated Instruction Strategies

- BL** Give one reason that the court recognized the importance of educating all minors.
- AL** Is it still the case today that “separate educational facilities are inherently unequal”? Do all-male or all-female schools contradict this ruling?
- ELL** Who is the “we” of this ruling, in phrases such as “We conclude” and “we hold”?

DIFFERENTIATED INSTRUCTION ACTIVITY 4

Changing Education

Below is a brief history of the landmark court case that eventually changed public education. After hearing the case, the Supreme Court ruled that public schools could no longer be segregated. Below is an excerpt from the Court’s historic opinion in the case. The opinion explains the decision and the Court’s reasons for the decision.

In each of the cases, members of the Negro race... seek the aid of the court in obtaining admission to the public schools of their community on a nonsegregated basis. In each instance, they had been denied admission to schools attended by white children under laws purporting to prevent segregation. In each case, the segregation was alleged to deprive the plaintiffs of the equal protection of the laws under the Fourteenth Amendment. In each of the cases other than the Delaware case, a three-judge federal district court denied relief to the plaintiffs in the so-called “separate but equal” doctrine announced by the Court in *Plessy v. Ferguson*. ... Under that doctrine, equality of treatment is accorded when the races are provided reasonably equal facilities, even though these facilities be separate.

... Today education... the very foundation of good citizenship... in these days, it is doubtful that any child may reasonably be expected to succeed in life if he has attended the segregated schools of the South. In the case of the children of the Negro race, it is a right which must be made available to all on an equal basis.

... We conclude that in the field of public education the doctrine of “separate but equal” has no place. Separate educational facilities are inherently unequal. We therefore decree that the respondents are to be admitted to the schools to which the plaintiffs have been brought and... deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment.

Directions: Use the text of this excerpt as well as the information found in your textbook to answer the questions below. Write your answers in a separate sheet of paper.

1. **Identifying Central Ideas** In *Brown v. Board of Education*, what was the plaintiff’s claim?

2. **Defining** How can separate educational facilities that are supposed to be equal be “inherently unequal” in the Court’s view?

Constitutional Amendments

ELEVENTH AMENDMENT (1795)	NINETEENTH AMENDMENT (1920)
• Places limits on suits against states	• Gives women the right to vote
TWELFTH AMENDMENT (1804)	TWENTIETH AMENDMENT (1933)
• Revises procedure for electing the president and vice president	• Changes the dates of congressional and presidential terms
THIRTEENTH AMENDMENT (1865)	TWENTY-FIRST AMENDMENT (1933)
• Abolishes slavery	• Repeals Prohibition (Eighteenth Amendment)
FOURTEENTH AMENDMENT (1868)	TWENTY-SECOND AMENDMENT (1951)
• Defines United States citizenship; guarantees all citizens "equal protection of the laws"	• Limits presidents to two terms in office
FIFTEENTH AMENDMENT (1870)	TWENTY-THIRD AMENDMENT (1961)
• Prohibits restrictions on the right to vote based on race and color	• Gives residents of the District of Columbia the right to vote
SIXTEENTH AMENDMENT (1913)	TWENTY-FOURTH AMENDMENT (1964)
• Gives Congress the power to levy an income tax	• Abolishes poll taxes
SEVENTEENTH AMENDMENT (1913)	TWENTY-FIFTH AMENDMENT (1967)
• Enables voters to elect senators directly	• Establishes procedures for succession to the presidency
EIGHTEENTH AMENDMENT (1917)	TWENTY-SIXTH AMENDMENT (1971)
• Prohibits making, drinking, or selling alcoholic beverages (Prohibition)	• Sets voting age at 18 years
	TWENTY-SEVENTH AMENDMENT (1992)
	• Delays congressional pay raises until the term following their passage

Analyzing Charts

- Identifying** Which is the amendment that specifically deals with women's rights?
- Explaining** Why do you think the Framers made the amendment process so difficult?

Since the *Gitlow* case, the Supreme Court has used the Fourteenth Amendment to apply other rights in the Bill of Rights to the states. This "incorporation" of the Bill of Rights by the Fourteenth Amendment's due process clause means that U.S. citizens in every part of the country have the same basic rights.

The Fifteenth Amendment

The last of the Civil War amendments, the Fifteenth, says that no state may take away a person's voting rights on the basis of race,

color, or previous enslavement. The amendment clearly aimed to guarantee **suffrage**—the right to vote—to African Americans. Still, many states found ways to keep African Americans away from the polls.

The Fifteenth Amendment, in reality, protected only men. The various states had the power to decide whether women could vote. Women, regardless of their race, could not vote in most federal or state elections.

Reading Check Explaining What did the Thirteenth Amendment outlaw in addition to slavery?

S Skill Practice

Analyzing Charts Ask: What organizational pattern does this chart use? (It is organized chronologically, from the earliest amendment to the most recent amendment.) **BL**

C Critical Thinking

Predicting Ask: What would happen if different states had the power to apply the Bill of Rights as they saw fit? (Answers may include the idea that some states would show less concern about citizens' rights than others and that the unfair treatment would more likely be found in some parts of the nation than in others.) **AL**

For additional practice on this skill (Predicting), see the **Skills Handbook**.

Analyzing Charts

Answers:

- the Nineteenth Amendment
- A difficult process ensures that time and thought will be brought to bear on the question of changing the Constitution.

Reading Check Answer: any sort of forced labor

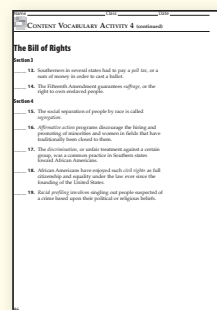
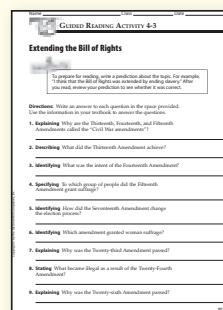
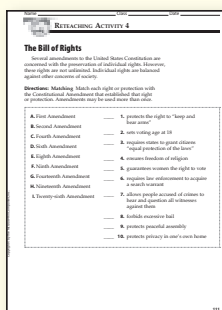
Differentiated Instruction

Leveled Activities

BL Reteaching Activity 4, URB p. 111

OL Guided Reading Activity 4-3, URB p. 115

ELL Content Vocabulary Activity 4, URB p. 96



R Reading Strategy

Making Connections Ask: **What event of international importance preceded the ratification of the Nineteenth Amendment in 1920?** (*World War I*) **How might women's participation in World War I have contributed to the extension of suffrage?** (*Women served in many capacities at home and abroad during the war and perhaps won the confidence of male voters.*) **AL**

D Differentiated Instruction

Visual/Spatial Ask: **Where did Congress designate the nation's new government to be placed?** (*between Maryland and Virginia*) **ELL BL**

Caption Answer:

Because men could be drafted for the military at age eighteen, the nation ratified the amendment allowing people of this age to vote as well.

Hands-On Chapter Project Step 3

Bill of Rights for Our School

Step 3: Checking the Rights of Teachers, Students, and Other Workers in the School Groups of students will check the rights they have written to see whether one group's rights impinge on another group's rights.

Directions Tell students that in this step, they will begin to work together as a class. Hand out copies of the Venn diagram that students completed in Step 2.

Later Amendments

Main Idea Amendments added to the Constitution in the twentieth century deal with a wide range of topics.

Civics & You Our Constitution has endured for more than 200 years with only 27 amendments. Read to find out about the amendments added to the Constitution in the twentieth century.

Gradually, the Bill of Rights came to cover all Americans equally and to limit government power at all levels. Additional amendments to the Constitution and court rulings extended the rights of Americans to participate fully in the democratic process. A number of amendments deal with voting rights.

The Seventeenth Amendment

According to Article I of the Constitution, the people were to elect members of the House of Representatives, but the state legislatures were to choose members of the Senate. Ratified in 1913, the Seventeenth Amendment allows voters to elect their senators directly. This change in the election process gave Americans a greater voice in their government.

The Nineteenth Amendment

Although the Constitution did not guarantee women the right to vote, it did not explicitly deny them suffrage. As a result, states made their own laws on the matter, using the powers reserved to them under the Tenth Amendment. The territory of Wyoming permitted women to vote in 1869, and several other territories and states did so as well in the years that followed.

Anthony and Stanton However, national support for woman suffrage was slow in coming. Woman suffrage leaders Susan B. Anthony and Elizabeth Cady Stanton had



18-Year-Olds Get the Vote In 1971 President Richard Nixon, before a group of young people, signed the Twenty-sixth Amendment. **Explaining** What role did the Vietnam War play in the passing of this amendment?

R insisted as early as 1848 that women belonged at the polls. Many who believed that women should not have the same rights as men opposed them, however. It was only in 1920 that the Nineteenth Amendment protected the right of women to vote in all national and state elections.

The Twenty-third Amendment

African Americans and women were not the only citizens who were denied voting rights for many years. Residents of our nation's capital, Washington, D.C., also fell into this group.

D As you may know, "D.C.," stands for the District of Columbia, an area between Maryland and Virginia. Because the District is not a state, the people who lived there were not initially allowed to vote in national elections. The Twenty-third Amendment changed that in 1961. The amendment says that residents of the District of Columbia may vote for the president and vice president, just as other Americans do.

Interpersonal Have students read the three sets of rights—those for teachers, students, and other school workers—and note any instances in which one group's rights conflict with another's. Point out that, similarly, states' rights sometimes clash with federal law. Have students work out a compromise to any conflicts. For instance, students may want the right to after-school tutoring while teachers want the right to prepare lesson plans. At the end of this step, students should have a completed a school

mission statement (written in Step 2) and a list of rights that do not clash with each other. **OL**

(Project continued in Section 4)

The Twenty-fourth Amendment

Although the Fifteenth Amendment gave African Americans the right to vote, many had trouble exercising this right. One reason was that several Southern states had **poll taxes**. In other words, they required voters to pay a sum of money before casting a ballot. Because the tax had to be paid not only for the current year, but also for previous unpaid years as well, it was a financial burden for many. Because many African Americans could not afford the tax, they could not vote. Poor whites were in the same situation.

In 1964, the Twenty-fourth Amendment made poll taxes illegal in national elections. Two years later, the Supreme Court ruled that poll taxes were illegal in state elections as well. The elimination of the poll tax allowed many African American citizens to enjoy their full rights as voters for the first time.

The Twenty-sixth Amendment

Throughout our nation's history, people still in their teens have bravely fought for our country. By law, however, they were not old enough to vote for the leaders who sent them into battle. Although the Constitution did not **specify**, or mention, a minimum age for voters, most states set the minimum at 21.

That standard finally changed in 1971, a year when many young Americans were fighting in the Vietnam War. The Twenty-sixth Amendment guaranteed the right to vote to citizens 18 and older for all national and state elections. As a result, millions more Americans can exercise their right to vote and enjoy the rights of full citizenship.

Reading Check Explaining Who benefitted most from the passing of the Twenty-third Amendment?

C Critical Thinking

Making Inferences Ask: What does the requirement of a poll tax suggest about the people making the laws in the states that had poll taxes? (They were wealthy enough to pay the poll tax and wanted to dilute the voices of poor citizens.) **AL**

Reading Check Answer: People living in the District of Columbia benefited most from the Twenty-third Amendment.

Assess

Civics ONLINE

Study Central™ provides summaries, interactive games, and online graphic organizers to help students review content.

Close

Identifying Central Issues Have students work in groups to create a statement that generalizes the purpose of the Amendments studied in this section. **OL**

Section Review 3

Vocabulary

- Write** sentences related to voting rights using the following terms: *suffrage*, *poll tax*.

Main Ideas

- Explaining** How was the promise of the Civil War amendments fulfilled in the mid-twentieth century?
- Identifying** One topic covered in the later amendments is the right to vote. Whose voting rights did the twentieth century amendments specifically address?

Critical Thinking

- BIG Ideas** How do you account for the fact that even though the Fifteenth Amendment guaranteed suffrage to African Americans, many were not allowed to vote?
- Explaining** On a chart like the one below, explain how each of these amendments extended voting rights.

Amendment	Effect
17th	Voters elect senators directly
19th	
23rd	
24th	
26th	

- Analyzing Visuals** Review the chart on page 135. Which amendment guaranteed the right to vote to citizens 18 and older?

CITIZENSHIP Activity

- Persuasive Writing** Because many 18- to 21-year-olds do not vote, some believe the Twenty-sixth Amendment should be repealed. Write a one-page essay expressing your views on this topic.

Civics ONLINE

Study Central™ To review this section, go to glencoe.com.

Answers

- Sentences should use vocabulary words according to their definitions in the section and in the Glossary.
- Succeeding amendments to the Constitution gradually removed state-imposed barriers to suffrage and employment rights.
- These amendments addressed the rights to vote of women, residents of the District of Columbia, African Americans, poor whites, and people aged 18 to 21.
- Until the Bill of Rights was nationalized, states could and often did ignore and pass laws that conflicted with the right to vote guaranteed in the Fifteenth Amendment.
- 17th:** voters elect senators directly; **19th:** suffrage is extended to women of age; **23rd:** suffrage is extended to residents of the District of Columbia; **24th:** eliminated poll taxes, ensuring African Americans and poor whites would be able to exercise voting rights; **26th:** suffrage is extended to people aged 18–21
- The Twenty-sixth Amendment guaranteed the right to vote to citizens 18 and older.
- Essays should state a clear position on the issue and provide reasons to support that position.

**S Skill Practice**

Visual Literacy Ask: What is the cartoonist's opinion about credit cards?

How do you know? (The cartoonist's opinion is that using credit cards can cause people problems. The weight of overdue bills is weighing down the man with anxiety. The blush on his face and the disapproving look on the cashier's face indicate the embarrassment that uncontrolled credit spending produces.) **OL**

D Differentiated Instruction

English Learners Ask: What is a "hard-and-fast" rule? (It is a rule that applies and is useful in every instance.) **ELL**

**Analyzing Economics**

1. Students should list three of these ways: Postpone purchases until you can pay cash. Keep track of credit card expenditures. Consider the cost of finance charges. Consider the time it will take to pay for an item. Control impulse buying.
2. Answers may include the idea that younger children should have cards so they can be trained to use them correctly or that younger children are not ready to have cards.

Additional Support**Cash or Credit?**

Debbie is shopping and sees a jacket she really likes on sale for \$300. However, she has a problem—no cash. Since she is 18, she has her own credit card. The card carries an 18 percent annual percentage rate on unpaid balances. Debbie calculates she can afford to pay \$15 a month on the account. Should she buy the jacket or not?

How Credit Cards Work

Credit is using tomorrow's money to pay for something you get today. A credit card is a useful financial tool. It can be more convenient to use and carry than cash, and it offers valuable consumer protections under federal law.

Credit card advantages:

- Buy needed items now
- Do not have to carry cash
- Creates a record of purchases
- Consolidates bills into one payment

Credit card pitfalls:

- Higher cost of items (interest and finance charges)
- Financial problems may occur if you lose track of how much you are spending each month
- Leads to impulse buying

Credit has both advantages and disadvantages. By using it wisely, you emphasize the advantages.

**Checklist for Buying on Credit****D**

There are no hard-and-fast rules to tell you whether or not to buy on credit. Answer these questions to help you determine if you are making a wise decision:

1. Do I really require this item? Can I postpone purchasing the item until later?
2. If I pay cash, what will I be giving up that I could buy with this money?
3. Have I done comparison shopping for credit?
4. Can I afford to borrow or use credit now?

**Analyzing Economics**

1. **Describing** What are three ways to avoid credit card debt?
2. **Defending** To qualify for a personal credit card, a person must be 18 years old or older. Should the age restriction remain the same or be changed? Defend your response.

Activity: Economics Connection

Logical/Mathematical Have students "do the math" to figure out how much Debbie will pay for the jacket if she can afford to pay \$15 a month toward the credit card purchase and how long it will take her to pay for the jacket.

18% interest on a \$300 purchase ($300 \times .18$) is an extra \$54, bringing the total cost of the jacket to \$354. That might not sound like much, but Debbie can budget only \$15 a month for this bill. $354 \div \$15 \text{ a month} = 23.6 \text{ monthly payments.}$

Not only will the jacket cost 54 more dollars if Debbie uses her card, she will also be paying for the jacket for two years! Tell students that Debbie must also be disciplined to pay each monthly bill on time; otherwise, she'll have to pay late fees as well. **OL**

Guide to Reading

Big Idea

Political, social, religious, and economic changes influence the way Americans think and act.

Content Vocabulary

- discrimination (p. 140)
- segregation (p. 140)
- civil rights (p. 140)
- affirmative action (p. 143)
- racial profiling (p. 143)

Academic Vocabulary

- section (p. 140)
- gender (p. 141)

Reading Strategy

Identifying As you read, complete the chart below by filling in key laws achieved by the civil rights movement.

Important Laws
Civil Rights Acts of 1964

The Civil Rights Struggle

Real World Civics In September 1957, after weeks of violence, Little Rock Central High School accepted nine African American students—the only black students in the public high school. The teenagers, and their families, could not have imagined how their determination would affect the lives of millions of students who came after them. Now, nearly 50 years later, their bravery is marked by *Testament*, a monument on the Arkansas State Capitol grounds. The former students, Elizabeth Eckford (right), Melba Pattillo Beals (left), and the other students were reunited for the dedication.

▼ Elizabeth Eckford, right, unveils her *Testament* statue in 2005

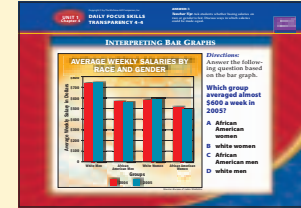


Focus



Bellringer

Daily Focus Transparency 4–4



Guide to Reading

Answers to Graphic:

Important Laws
The <i>Brown</i> Decision
The Twenty-fourth Amendment
Affirmative Action
Voting Rights Act of 1965
Equal Pay Act of 1963
Civil Rights Act of 1957
Open Housing Act of 1968
Equal Employment Opportunity Act of 1972
Americans with Disabilities Act of 1990

Section Spotlight Video

To learn more about the civil rights movement, have students watch the Section Spotlight Video for this section.

Resource Manager

R Reading Strategies	C Critical Thinking	D Differentiated Instruction	W Writing Support	S Skill Practice
Teacher Edition <ul style="list-style-type: none"> • Organizing, p. 140 • Academic Vocab., p. 141 Additional Resources <ul style="list-style-type: none"> • Foldables, URB p. 57 • Cont.. Vocab., URB p. 96 • Acad. Vocab., URB p. 98 • Guide Read., URB p. 116 	Teacher Edition <ul style="list-style-type: none"> • Pred. Consequences., p. 140 • Analyzing Pri. Sources, p. 142 Additional Resources <ul style="list-style-type: none"> • Quizzes and Tests, p. 41 	Teacher Edition <ul style="list-style-type: none"> • English Learners, p. 141 Additional Resources <ul style="list-style-type: none"> • Biography, URB p. 99 • Diff. Instr., URB p. 107 	Teacher Edition <ul style="list-style-type: none"> • Persuasive Writing, p. 143 Additional Resources <ul style="list-style-type: none"> • Writing Skills Activities, URB p. 101 	Teacher Edition <ul style="list-style-type: none"> • Analyzing Charts, p. 142 Additional Resources <ul style="list-style-type: none"> • Daily Focus Trans., 4–4 • Pol. Cartoon Trans., 4

Teach

Reading Strategy

Organizing Have students create a word web for section in which they list things that can easily be divided into sections. Challenge students to think of as many things as possible that can be divided into sections. (*Examples may include books [chapters], oranges [sections], houses [rooms], and so on.*) **BL ELL**

Critical Thinking

Predicting Consequences Ask: How would this nation be different today had the struggle for civil rights failed? (*Answers may include the idea that unfair treatment would continue on a large scale and that resentment would build among those suffering discrimination.*) **OL**

TIME Political Cartoons

Answers:

1. The setting is the Lincoln Memorial in Washington, D. C.
2. Rosa Parks, Abraham Lincoln, and George Washington are depicted.
3. Answers may include the idea that Lincoln admires Parks for her courage and equates her actions with those of other Americans who have striven toward justice.

Differentiated Instruction

Struggle for Rights

Main Idea Although amendments to the Constitution guaranteed rights to Americans, African Americans and other groups still did not enjoy civil rights.

Civics & You What would you do if you were denied equal rights when using public transportation or while sitting in a movie theater? Read to find out how the civil rights movement reacted.

Despite the advances made after the Civil War, African Americans routinely faced **discrimination**, or unfair treatment based on prejudice against a certain group. Southern states, for example, passed so-called “Jim Crow” laws requiring African Americans and whites to be separated in most public places, such as schools. Later, African Americans had to ride in the back of buses and sit in separate

sections, or parts, of restaurants and theaters. They even had to use separate public restrooms. The social separation of the races was known as **segregation**. African Americans in the North fared better. They could vote freely, and segregation was less noticeable. Even so, prejudice restricted opportunities for many. It would take more than 100 years for African Americans to secure their **civil rights**—the rights of full citizenship and equality under the law.

The Brown Decision An important gain came in 1948, when President Harry S. Truman ordered an end to segregation in the nation’s armed forces. A bigger victory was the Supreme Court’s decision in *Brown v. Board of Education of Topeka, Kansas* (1954). In this landmark case, the Supreme Court ruled that racial segregation in the public schools was unconstitutional. Segregation violated the Fourteenth Amendment’s principle of equal protection under the law.



Mike Thompson/Copley News Service

Cartoonist Mike Thompson created this image in 2005, when civil rights activist Rosa Parks died at the age of 92.

1. What is the setting for this cartoon?
2. What figures are depicted?
3. How do you interpret the statement made by President Lincoln?

Interpreting and Evaluating Visual Images

- Objective:** To interpret photographs from the civil rights movement
- Focus:** Have students describe in detail what they see in each photograph.
- Teach:** Provide context for each photograph, and note the difference in the dates.
- Assess:** Work through the bulleted list for each photograph.
- Close:** Create a two-column chart to compare and contrast the photographs.

Differentiated Instruction Strategies

- BL** Define photography jargon such as “point of view,” “composition,” “foreground,” and “background.”
- AL** Encourage students to use one of the photographs as a prompt for a poem or short story about the event.
- ELL** Have students compare civil rights issues in their countries of origin to the issues depicted in the photographs.

WRITING SKILLS ACTIVITY 4

Interpreting and Evaluating Visual Images

Learning the Skill

Have you ever heard the saying “A picture is worth a thousand words”? Visual images, such as paintings or photographs, can often convey ideas more effectively and emphatically than words alone or written text. For example, news stories and about the racial hatred and the resulting crime and violence during the 1950s and 1960s, but it is hard to read about the images in the above civil rights movement and how they were used to achieve, can give people a better understanding of the events.

Use the following guidelines to help you interpret and evaluate photographs.

- Determine the subject matter of the image. Does the image feature people, animals, a scene, or an event?
- Identify the specific event within the context of the overall subject. The caption often provides this information.
- Identify any people in the image. Are the people famous, recognizable, or part of a crowd?
- Note the setting, including the time and place.
- Notice the photographer’s point of view. Think of the image as a story that the photographer might have captured as people or the event? Consider color and composition, as how the images are arranged in the photograph printed in black and white or in color? How does that feature affect the image’s impact? What is the background? What is in the foreground?

Practicing the Skill

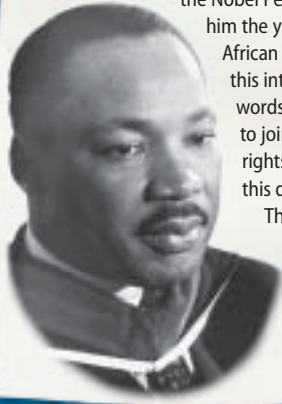
Directions: The photographs on these pages reflect images from the civil rights movement. For each photograph, describe the conditions that African Americans and others had to endure while fighting for equality. Study the first image, and then answer the following questions.

Photo 1: 1955, Birmingham, Alabama

American Biography

Martin Luther King, Jr. (1929–1968)

Born in Atlanta, Georgia, in 1929, **Martin Luther King, Jr.**, riveted the country's conscience as a leader of the civil rights movement. He was selected as Man of the Year by *TIME* magazine in 1963. King received the Nobel Peace Prize in 1964, making him the youngest man and third African American ever to receive this international award. His words and efforts moved many to join in the struggle for equal rights. What drove him into this demanding role in history?



The son of a Baptist minister, King attended Morehouse College and, when he was 18 years old, decided on a career in the ministry. By the

time he first arrived in Montgomery in September 1954 as pastor of the Dexter Avenue Baptist Church, he had also met and married Coretta Scott.

From the beginning of the Montgomery bus boycott, King encouraged his followers to use nonviolent resistance. This meant that those who carried out the demonstrations should not fight with authorities. In spite of his stand on nonviolence, King often became the target of violence.

In April 1968, King was in Memphis, Tennessee, to support a strike of sanitation workers. There, the minister was shot and killed.

Making a Difference

In what way does Dr. King's religious training show itself in his leadership of the civil rights movement?



Montgomery Bus Boycott In 1955, one year after the *Brown* decision, an African American woman named Rosa Parks was arrested for refusing to give up her seat to a white man on a Montgomery, Alabama, bus. Parks was arrested for violating Alabama's segregation laws. Her refusal and arrest spurred the local African American community to organize a boycott of the Montgomery bus system. A year later, the Supreme Court ruled that public bus segregation was unconstitutional. Both Parks and Dr. Martin Luther King, Jr., a leader of the boycott, gained national prominence.

Peaceful Protests A Baptist minister and stirring speaker, King believed in nonviolent resistance—the peaceful protest of unfair laws. He helped organize marches, boycotts, and demonstrations that opened many people's eyes to the need for change.

African American students began staging “sit-ins” at lunch counters that served only whites. White and African American “Freedom Riders” traveled together on buses to protest segregation. In his 1963 “I Have a Dream” speech, King inspired thousands with his hopes for racial equality.

Civil Rights Act of 1964 In response to the growing demand for government action, Congress passed the Civil Rights Act of 1964. This far-reaching law prohibited discrimination in public facilities, employment, education, and voter registration. It also banned discrimination not only by race and color but also by sex, or **gender**, religion, and national origin.

Reading Check Describing Through what means did Martin Luther King, Jr., hope to change unfair laws?

D Differentiated Instruction

English Learners Explain to students that a boycott occurs when a large group of consumers agrees not to buy the products of or pay for the services of a targeted business. Ask students if they are aware of any recent boycotts, and have them consider the economic impact of a nationally-organized boycott. **ELL BL**

R Reading Strategy

Academic Vocabulary Explain to students that while the words “sex” and “gender” are synonymous when applied to whether a person is male or female, “gender” is often used for clarity, especially in formal writing. “Gender” is related to words such as “genus” and “genre” and simply indicates a class of like things. **OL**

Reading Check

Answer: King hoped to change unfair laws through marches, boycotts, and demonstrations.

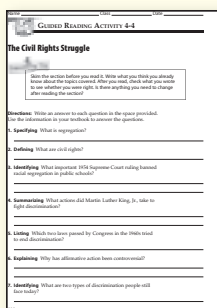
American Biography

Answer:

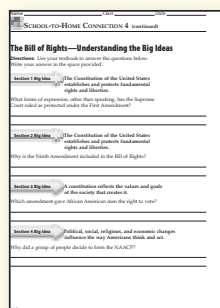
Dr. King insisted on bringing about change using nonviolent methods.

Leveled Activities

BL Guided Reading Activity 4-4, URB p. 116



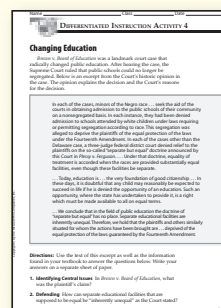
OL School-to-Home Activity 4B, URB p. 110



AL Biography Activity, URB pp. 99–100



ELL Diff. Instruction Activity 4, URB pp. 107–108



C Critical Thinking

Analyzing Primary Sources Ask: *Why is keeping a citizen of age from voting a “wrong . . . which no American, in his heart, can justify”? (Answers may include the ideas that America was founded on this important right and that to deny the right to citizens is to deny the special nature of this nation.)* **AL**

S Skill Practice

Analyzing Charts Ask: *Although this chart looks unorganized and rather thrown together, it has an organizational strategy that helps readers locate information. What is the chart designed to look like, and how is it organized? (The chart is designed to look like a bulletin board with announcements randomly tacked up, yet it is organized chronologically by date of acts and can be read in two columns from left to right and top to bottom to put the dates in order.)* **OL**

Analyzing Charts

Answers:

1. The Americans with Disabilities Act of 1990 (ADA) protects the rights of disabled workers.
2. The Equal Pay Act of 1963 bans wage discrimination on the basis of race, gender, religion, or national origin.

Hands-On Chapter Project Step 4

Bill of Rights for Our School

Step 4: Producing the Document for Display Students will create a School Bill of Rights for display.

Directions Tell students that in this step, they will decide on a format for the Bill of Rights they have developed and choose a place to display it.

Visual/Spatial Congratulate students on their hard work during Steps 1, 2, and 3. Tell

them that they are now ready to put their work in motion. Guide students in discussing how they want to publish their School Bill of Rights. Students may decide to use the computer to publish the document, or they may want to make it by hand so that it resembles the documents that survive from our nation’s earliest days. Have students speak to the school’s principal about an appropriate venue to display their Bill of Rights.

(Project continued on the Visual Summary page)

discourage African Americans from registering and voting.

Ratified in 1964, the Twenty-fourth Amendment outlawed poll taxes. The Voting Rights Act of 1965 took further steps to ensure that all citizens would have the opportunity to vote, regardless of race. As President Lyndon Johnson said when he signed the act,

“Millions of Americans are denied the right to vote because of their color. This law will ensure them the right to vote. The wrong is one which no American, in his heart, can justify.”

—President Lyndon B. Johnson

The Struggle Continues

Main idea The struggle for equality in America has persisted and has extended to include many groups.

Civics & You Regardless of your race, religion, or political beliefs, you have the right to be treated equally under the law. Read more about the efforts to fight discrimination.

Although the Fifteenth Amendment to the Constitution gave African American males the right to vote, that right was not always respected. By the 1960s, several states had found ways, such as the poll tax, to

Landmark Civil Rights Acts

S

ANALYZING CHARTS

1. **Identifying** What is the legislation that protects the rights of disabled workers?
2. **Explaining** What is the legislation that banned wage discrimination?

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Civil Rights Gains

In 2006, the United States Senate renewed the Voting Rights Act of 1965, hailing it as one of the most effective pieces of civil rights legislation in history. The civil rights laws of the 1960s were instrumental in opening more doors for minorities. African Americans, Latinos, and other minorities have made striking gains in educational achievement. They increasingly hold professional and managerial jobs and serve in government, yet whites still tend to have more opportunities.

Affirmative Action

In the 1970s, the federal government began **affirmative action** programs to try to make up for past discrimination. These programs encouraged the hiring and promoting of minorities and women in fields that were traditionally closed to them. Colleges, too, practiced affirmative action to help minority students gain admission.

From the start, affirmative action was controversial. Critics complained that giving preferential treatment to women and minorities amounted to discrimination against men and whites. The Supreme Court case of *Gratz v. Bollinger* (2003) centered on affirmative action. The Court struck down a University of Michigan point-based admission policy, stating that it gave excessive points to minority applicants.

The struggle for equal rights continues. Each year, the federal government receives more than 75,000 complaints of workplace discrimination. Many Americans and others are sometimes subject to **racial profiling** by law enforcement officers—being singled out as suspects because of the way they look. Some Americans even become the victims of hate crimes—acts of violence based on a person's race, color, national origin, gender, or disability.

Reading Check Explaining What is the purpose of affirmative action programs?

W Writing Support

Persuasive Writing Have students research online to find out more information on the *Gratz v. Bollinger* case. Students should then write several paragraphs about whether or not they think the Court ruling was correct. **OL**

Reading Check Answer: Affirmative action programs attempt to make up for past discrimination by encouraging the hiring and promoting of minorities and women in fields that were traditionally closed to them.

Assess



Study Central™ provides summaries, interactive games, and online graphic organizers to help students review content.

Close

Identifying Central Issues Ask: How do the Bill of Rights and the amendments to the Constitution shape the character of this nation? **OL**

Section Review 4

Vocabulary

- Write** a paragraph using the following terms to summarize the civil rights movement: *discrimination, segregation, civil rights, affirmative action, racial profiling.*

Main Ideas

- Identifying** List examples of the discrimination that African Americans faced after the Civil War.
- Describing** What other groups besides African Americans are struggling for equality under the law today?

Critical Thinking

- BIG Ideas** Why was the civil rights movement started?
- Identifying** Use the graphic organizer below to identify the areas of American life where affirmative action has been used.



- Analyzing Visuals** Reexamine the chart on page 142 that lists some landmark acts achieved by civil rights activists. What was the purpose of the Americans with Disabilities Act?

CITIZENSHIP Activity

- Persuasive Writing** Do you think that affirmative action laws are a fair way to change past discrimination? Write your opinion in a letter to the editor.



Study Central™ To review this section, go to glencoe.com.

Answers

- Sentences should use vocabulary words according to their definitions in the section and in the Glossary.
- Answers may include examples of abridgment of rights to suffrage, fair employment, and access to public facilities.
- Answers may include women, minorities, and disabled people.
- The civil rights movement was started to ensure that all Americans received the rights guaranteed in the Bill of Rights, regardless of race, religion, gender, disability, or national origin.
- gaining admission to college; promoting; hiring; opening fields traditionally closed
- The ADA ensures that Americans with disabilities have equal access to employment, transportation, public facilities, and telecommunications.
- Letters should include a clear position on the issue and give reasons to support that position.



Teach

Explain that in the years leading up to the Civil War, the federal government attempted to soothe growing tensions between states in which slavery was legal and states in which it was not by introducing the Missouri Compromise. The compromise ensured that as the nation grew, a rough balance between “slave states” and “free states” would hold so that neither kind of state would have undue influence over the nation’s development.

ANALYZING THE COURT DECISION

Answers:

1. The court determined that Dred Scott was not a citizen because he was a slave. Thus, his case was unconstitutional. The Constitution applied only to citizens.
2. Answers may include the idea that Justice Taney’s view was influenced by the time in which he lived.

Additional Support

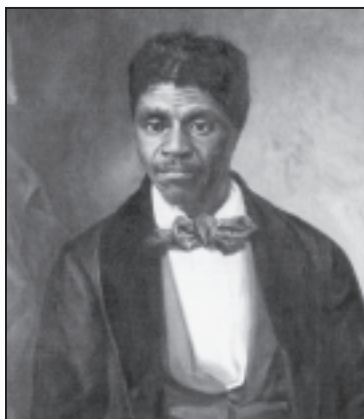
Dred Scott v. Sandford

Before the Civil War, Americans were asking: Are African Americans citizens of the United States? May Congress prohibit enslavement of African Americans in U.S. territories?

Background of the Case

Dred Scott, an enslaved African American, worked for a physician. A member of the military, the physician moved often, taking Scott with him. As a result, Scott lived for a time in the state of Illinois and in the territory of Wisconsin, both slave-free zones. Both zones were also north of the boundary set by Congress in the Missouri Compromise of 1820. The Missouri Compromise permitted slavery south of the line and prohibited slavery north of it.

By 1846, the physician died, and Scott was again living in Missouri. There he continued to work for the physician’s widow and her brother John Sanford, who was from New York. Scott sued for his freedom. He claimed that his earlier residence in a free state and a free territory made him free. Missouri’s courts denied Scott, however. In order to claim federal court jurisdiction, Scott’s lawyers then stated that Scott was a citizen of Missouri bringing suit against Sanford, a citizen of New York.



Dred Scott

The Decision

The Supreme Court decided the case on March 6–7, 1857. Chief Justice Roger B. Taney spoke for the seven-justice majority. Taney first asserted his own view of the Framers’ so-called original intent: “The only rights and privileges African Americans were meant to have were those granted by their so-called ‘owners’ or by the government. Therefore, Dred Scott could not be a citizen.” He wrote further:

“[I]t is the opinion of the Court that the act of Congress which prohibited . . . [slaveholding] north of the line therein mentioned is . . . void; and that neither Dred Scott himself, nor any member of his family were made free by being carried into this territory.”

—Chief Justice Roger B. Taney

The Court was saying that the suit of non-citizen Scott and the Missouri Compromise were unconstitutional. Therefore, Scott was not free.

Why It Matters

The ruling added to the tensions that led to the Civil War. In 1868, three years after the end of the war, the Fourteenth Amendment to the United States Constitution overruled the *Dred Scott* decision.

Analyzing the Court Decision

1. **Explaining** Why was Dred Scott not freed as a result of the Supreme Court’s decision?
2. **Inferring** What is your opinion of Justice Taney’s view of the Framers’ “original intent”?

Background

Dred Scott v. Sandford Justice Taney was in fact a supporter of the slave states’ position and wanted to protect the institution of slavery and the economic system that it supported. He wrote in his decision that African Americans “had no rights which the white man was bound to respect” and believed that the phrase from the Declaration of

Independence declaring all men “equal” was not intended for African Americans.

The court’s decision angered abolitionists. Now slavery would be permitted in every state in the nation. The abolitionist and former slave Frederick Douglass, on the other hand, believed that in time this decision would help bring an end to slavery because it riveted the nation’s attention to this critical issue.

Visual Summary

Rights of Citizens

The Bill of Rights—the first 10 amendments to the U.S. Constitution—guarantees certain basic rights to all Americans. The Bill of Rights ensures constitutional guarantees of

- freedom of expression and belief;
- individual security; and
- equal and fair treatment before the law.



First North Carolina sit-in, 1960s

Limits on Rights

- An individual's rights must be balanced with the rights of others and the community's health and safety.

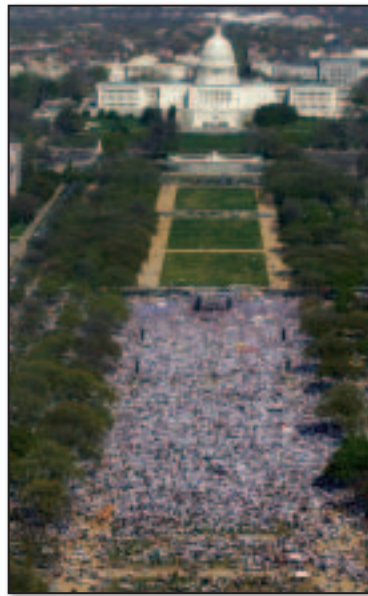
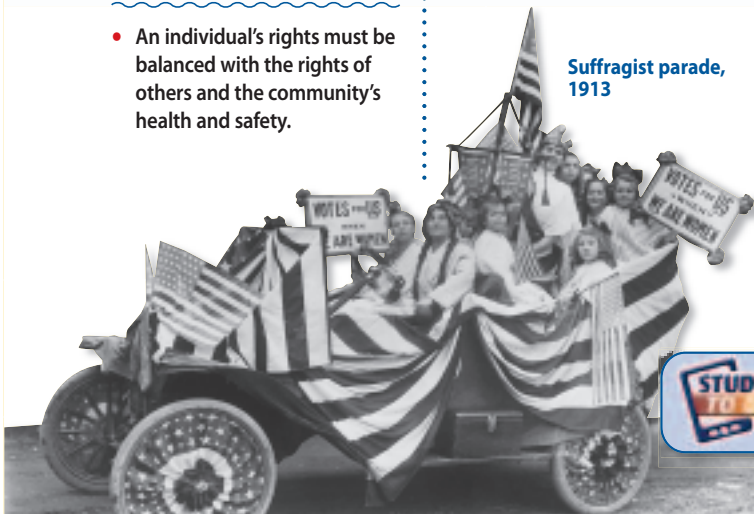
Equality Under the Law

- Limits on rights must be reasonable and apply equally to all.
- This is especially critical in the courtroom, which is where the right to due process comes into play.
- Due process means that government may not act unfairly or arbitrarily but must follow a set of reasonable, fair, and standard procedures.

Civil Rights

- Civil rights are the protections granted in the Constitution that recognize all citizens must be treated equally under the law.
- In the United States at one time, there were widespread segregation laws.
- In *Plessy v. Ferguson* (1896), the Supreme Court ruled that separate-but-equal facilities were constitutional.
- In *Brown v. Board of Education of Topeka* (1954), the Court ruled for complete desegregation.
- The civil rights movement made possible the passage of legislation guaranteeing basic civil right for all Americans.

Suffragist parade, 1913



Civil Rights march on Washington, D.C., 1963

Visual Summary 4

Identifying the Main Idea Draw students' attention to the two court cases summarized in the right-hand column.

Ask: These cases' rulings are opposites. What does this tell you about the nature of the nation's law? (Answer: The law is not static but changes gradually toward an ideal of equal and fair treatment for all citizens.) **OL**

Analyzing Visuals **Ask:** Look at the three images on the page. What do the three events chronicled in these images have in common? (Each image records a nonviolent demonstration—a sit-in, a peaceful march, and a parade. Each event was an attempt to bring an injustice to the attention of citizens and leaders so that the unjust situation would be changed. Each is an example of the process by which the law of the land is examined and reexamined.) **AL**

Hands-On Chapter Project Step 5: Wrap-Up

Bill of Rights for Our School

Step 5: Comparing Students' School Bill of Rights with Existing Documents

Students will find out whether the school or district has a "bill of rights" and compare theirs to it.

Tell students that in this step, they will find out whether their school or district has already produced a similar document out-

lining the rights of school personnel and students. They will examine how closely their document resembles the existing document and discuss differences.

Comparing and Contrasting Provide students with school or district documents that outline the rights of students and school personnel. Ask students to read this document and to correlate their School Bill of Rights to it. Guide them in discussing

any differences they note. If the school or district does not have such a document, have students submit the document to the school's principal for consideration. **OL**

Study anywhere, anytime! Download quizzes and flash cards to your PDA from glencoe.com.

Answers and Analyses

Reviewing Vocabulary

1. C Slander and libel are distractors because they are made illegal by the First Amendment. Due process is guaranteed by the Fifth Amendment.

2. C If students understand that “domain” is control of something, they will more easily rule out the other options and relate control of property to eminent domain.

3. A Age requirements would affect everyone’s right to vote—not just African Americans. If a person has civil rights, he or she will be able to vote. Only A names a strategy that Southern states used to abridge voting rights.

4. B Review with students the definitions of the options. Affirmative action tries to help minorities, so option D is incorrect. While A does apply to legal action, only B names an unfair action sometimes taken by law enforcement officials.

Reviewing Main Ideas

5. C Options A and D both describe violent and harmful actions made illegal under the law of nation. Option B describes another part of the Constitution. The Bill of Rights protects the natural rights of citizens. Only option C describes a right of citizens.

6. B Ask students to recall the five protections of the First Amendment. Options A, C, and D are permitted and protected acts under the First Amendment. Option B violates the protection of freedom of religion.

7. D Options A, B, and C are all rights guaranteed by the Constitution. Only option D is a guaranteed right of the accused in any and every case, criminal or civil.

8. D Review with students the sections that list amendments and help them locate the amendment in question.

9. C Review with students the sections that list amendments and help them locate the amendment in question. Option D deals with voting rights for

TEST-TAKING TIP

For effective recall at exam time, study in one-half-hour intervals for a week before the test.

Reviewing Vocabulary

Directions: Choose the word(s) that best completes the sentence.

1. The First Amendment guarantees the right to _____.

- A** libel **C** petition
B slander **D** due process

2. The right of the government to take private property for public use is called _____.

- A** suffrage **C** eminent domain
B civil right **D** double jeopardy

3. _____ in Southern states prevented many African Americans from voting.

- A** poll taxes **C** civil rights
B age requirements **D** search warrants

4. Sometimes law enforcement officials single out suspects unfairly through _____.

- A** indictments **C** censorship
B racial profiling **D** affirmative action

Reviewing Main Ideas

Directions: Choose the best answer for each question.

Section 1 (pp.120–124)

5. Which of the following does the Bill of Rights protect?

- A** the right to provoke a riot for a good cause
B the power of government to operate efficiently
C the freedom to act without government interference
D the choice to overthrow an unjust government by force

6. What does the First Amendment prohibit?

- A** assembly of groups such as communists
B establishment of an official state religion
C criticism of the government or its officials
D dissemination of alarming or offensive ideas

Section 2 (pp.126–131)

7. How does the Fifth Amendment help accused persons?

- A** by requiring a speedy trial
B by requiring a search warrant
C by guaranteeing a trial by jury
D by protecting against self incrimination

8. Which amendment states that all rights not spelled out in the Constitution are “retained by the people”?

- A** Second Amendment
B Third Amendment
C Seventh Amendment
D Ninth Amendment

Section 3 (pp.133–137)

9. Which amendment guaranteed African American men the right to vote?

- A** Thirteenth Amendment
B Fourteenth Amendment
C Fifteenth Amendment
D Nineteenth Amendment

10. Whose right to vote did the Twenty-sixth Amendment guarantee?

- A** poor people in the South
B women across the country
C residents of Washington, D.C.
D citizens 18 years old and older

GO ON 

women. Options A, B, and C were all “Civil War” amendments. Only option C deals with voting rights.

10. D Remind students that the Twenty-sixth Amendment is the most recent and occurred during the Vietnam War. Challenge them to use these historical connections to choose the correct answer.

11. C Students must remember that the *Brown* Supreme Court case happened in the 1950s. Ask students to remember when

Dr. King, Rosa Parks, and others began to peacefully protest for civil rights. Guide them to use this historical clue to determine the answer.

12. D The biggest clue in this question is that it is asking about voting. This automatically eliminates options A and B. The Voting Rights Act of 1965 dealt with discrimination, but it was passed after the ratification of the Twenty-fourth Amendment.

Section 4 (pp. 139–143)

11. Which sphere of American life was desegregated in the 1940s?

- A schools
- B work places
- C armed forces
- D lunch counters

12. Which measure outlawed poll taxes?

- A Civil Rights Act of 1957
- B Civil Rights Act of 1954
- C Voting Rights Act of 1965
- D Twenty-fourth Amendment

Critical Thinking

Directions: Base your answers to questions 13 and 14 on the table below and your knowledge of Chapter 4.

Rights and Freedoms in the Bill of Rights
Trial by jury
Due process
Private property
No unreasonable searches or seizures
No cruel punishment
No excessive bail or fines
Right to bear arms
Right to petition
Freedom of speech
Freedom of the press
Freedom of religion

13. Which amendment protects freedom of speech?

- A First Amendment
- B Fifth Amendment
- C Thirteenth Amendment
- D Twenty-fourth Amendment

14. Which right or freedom best reflects the humane intent of Anglo-American law?

- A the right to bear arms
- B the freedom of the press
- C the right to private property
- D the freedom from cruel punishment

Document-Based Questions

Directions: Analyze the following document and answer the short-answer questions that follow.

Amendment XXII

Section 1

No person shall be elected to the office of the President more than twice, and no person who had held the office of President, or acted as President, for more than two years of a term to which some other person was elected president shall be elected to the office of President more than once.

—the Constitution

15. A presidential term lasts four years. According to the Twenty-second Amendment, what is the longest time one person may serve as president?

16. Why do you think Congress and the state legislatures considered the Twenty-second Amendment necessary?

Extended-Response Question

17. Write a brief essay explaining how the Ninth and Tenth Amendments prevent the national government from becoming too strong.

STOP



For additional test practice, use Self-Check Quizzes—Chapter 4 on glencoe.com.

Need Extra Help?

If you missed question...	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Go to page...	121	128	134	143	121	124	128	131	135	137	140	142	122	129	135	135	131

Chapter 4 147

STANDARDIZED TEST PRACTICE

16. Students' answers will vary. A possible answer is that Congress and the states did not want a popular president to accumulate too much power over time.

Extended Response

17. Students' essays will vary but must include supporting examples from the chapter.

Critical Thinking

13. A While all options protect our freedoms, only the First Amendment protects our freedom of speech.

14. D Draw students' attention to the word "humane," and ask them to supply synonyms and antonyms for it. Then tell them to look for these words in the options. They will locate the antonym "cruel." Tell them to determine whether this option answers the question correctly.

Document-Based Questions

15. The maximum length of time that one can serve as president is ten years. If someone served as president for up to two years without being elected as president (if the president died in office, for example), that person can still serve two four-year terms as president.



Have students visit the Web site at glencoe.com to review Chapter 4 and take the **Self-Check Quiz**.

Need Extra Help?

Have students refer to the pages listed if they miss any of the questions.